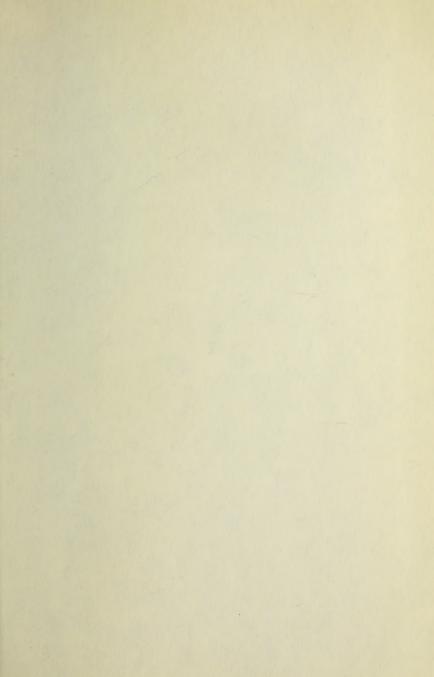
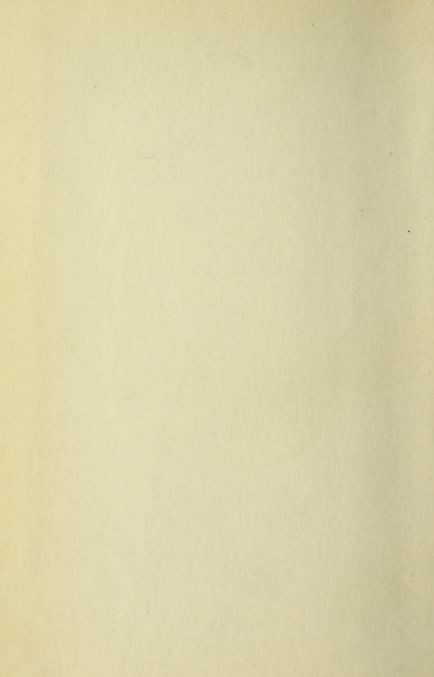


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TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN

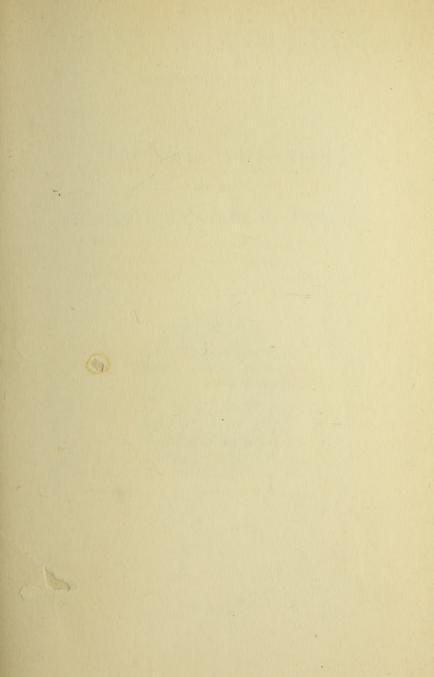


Trinity College is conducted by the SISTERS OF NOTRE DAME OF NAMUR.

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "TRINITY COLLEGE, WASHINGTON, D. C."

The degrees conferred by Trinity College are registered "in full" by the UNIVERSITY O. HE STATE OF NEW YORK.

LEGAL FORM OF BEQUEST: I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.





TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



Note.—The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country.

DEPARTMENT OF THE INTERIOR BUREAU OF EDUCATION WASHINGTON

March 30, 1914.

Sister Catherine Aloysius,

President of Trinity College,

Washington, D. C.

DEAR MADAM:

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,

P. P. CLAXTON,

Commissioner.

7798H

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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College telephone is North 2970. The Students' telephones are North 2367 and North 3951.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Trinity College, Washington, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1919

SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
JANUARY	FEBRUARY	MARCH	APRIL
5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		16 17 18 19 20 21 22 23 24 25 26 27 28 29	20 21 22 23 24 25 26
MAY	JUNE	JULY	AUGUST
18 19 20 21 22 23 24	8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	20 21 22 23 24 25 26 27 28 29 30 31	17 18 19 20 21 22 23
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
14 15 16 17 18 19 20 21 22 23 24 25 26 27	5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	9 10 11 12 13 14 15 16 17 18 19 20 21 22	21 22 23 24 25 26 27

1920

JANUARY	FEBRUARY MARCH		APRIL
	8 9 10 11 12 13 14 15 16 17 18 19 20 21		
25 26 27 28 29 30 31	29	28 29 30 31	18 19 20 21 22 23 24 25 26 27 28 29 30
MAY	JUNE	JULY	AUGUST
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10 11 12 13 14
16 17 18 19 20 21 22	13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	18 19 20 21 22 23 24	22 23 24 25 26 27 28
30 31		1 - 1 - 1 - 1 - 1	29 30 31
SEPTEMBER			DECEMBER
5 6 7 8 9 10 11	3 4 5 6 7 8 9	I 2 3 4 5 6 7 8 9 10 11 12 13	
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
	17 18 19 20 21 22 23 24 25 26 27 28 29 30		
	31		

ACADEMIC CALENDAR

1919

Easter Vacation begins,
Easter Vacation ends,
Founders' Day,
Ascension Day,
Entrance Examinations at Centres begin,
Entrance Examinations at Centres end,
Final Examinations begin,
Final Examinations end,
Baccalaureate Sermon,
Commencement Exercises,
Entrance Examinations at the College begins,
Registration of Students,
College Exercises begin,

Thanksgiving Day,

Christmas Vacation begins.

Wednesday, April 16.
Monday, April 21.
Thursday, May 1.
Thursday, May 29.
Monday, May 26.
Saturday, May 31.
Tuesday, May 20.
Tuesday, June 3.
Sunday, June 1.
Thursday, June 5.
Friday, Sept. 19.
Tuesday, Sept. 23.
Wednesday, Sept. 24.
Thursday, Nov. 27.
Friday, December 19.

1920

Christmas Vacation ends,
Mid-year Examinations begin,
Mid-year Examinations end,
Spiritual Retreat for the Students,
Second Semester begins,
Easter Vacation begins,
Easter Vacation ends,
Founders' Day,
Ascension Day,
Entrance Examinations at Centres begin,
Entrance Examinations at Centres end,
Final Examinations begin,
Final Examinations end,
Baccalaureate Sermon,
Commencement Exercises,

Friday, Jan. 16.
Monday, Jan. 26.
Tuesday, Jan. 27.
Monday, Feb. 2.
Wednesday, March 31.
Monday, April 5.
Saturday, May 1.
Thursday, May 13.
Monday, May 24.
Saturday, May 29.
Tuesday, May 25.
Tuesday, June 8.
Sunday, June 6.
Thursday, June 10.

Saturday, Jan. 3.

THE COURSES OF STUDY IN THE COLLEGE ARE CONDUCTED BY THE FOLLOWING PROFESSORS

- VERY REVEREND EDWARD A. PACE, Ph.D., S.T.D., LL.D. Philosophy (Psychology, Ethics).
- VERY REVEREND THOMAS E. SHIELDS, Ph.D., LL.D. Education (Science and Art of Study, Philosophy, Psychology, Methods).
- REVEREND PATRICK J. McCORMICK, S.T.L., Ph.D. School Management.
- REVEREND LEO McVAY, A.M. Psychology of Education.
- REVEREND CHARLES A. DUBRAY, S.M., Ph.D. Introduction to Philosophy.
- VERY REVEREND CHARLES F. AIKEN, S.T.D. Apologetics.
- REVEREND NICHOLAS A. WEBER, S.M., S.T.D. History.
- REVEREND WILLIAM J. KERBY, S.T.L., LL.D. Sociology.
- REVEREND JOHN A. RYAN, S.T.D. Economics.
- REVEREND THOMAS V. MOORE, C.S.P., Ph.D., M.D. Clinical and Experimental Psychology.
- SEÑORA RITA LEZCA DE RUIZ. Spanish.
- MLLE. GERMAINE AUGIER, A.M. French.
- MISS ELSIE KERNAN.
 Elocution and Gymnastics.
- MISS CAMILLE DESIO.

 Physical Training.
- MADAME MARIE VON UNSCHULD. Supervisor of Music.
- With Sisters of Notre Dame in the Departments of Religion, Sacred Scripture, Greek, Latin, German, French, Spanish, English, Logic, Church History, History, Economics, Mathematics, Physics, Chemistry, Biology, Botany, Hygiene, History of Art, Music, and Art.

THE ADVISORY BOARD

HIS EMINENCE JAMES CARDINAL GIBBONS ARCHBISHOP OF BALTIMORE

President ex-officio

MEMBERS ex-officio

THE RIGHT REVEREND RECTOR OF THE CATHOLIC UNIVERSITY

THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY

THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME

THE PRESIDENT OF THE COLLEGE

THE SECRETARY OF THE COLLEGE

THE TREASURER OF THE COLLEGE

THE DEAN OF THE COLLEGE FACULTY

THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS

MEMBERS ELECTED BY THE TRUSTEES OF THE COLLEGE

THE RIGHT REVEREND PHILIP J. GARRIGAN, D.D.,

THE RIGHT REVEREND THOMAS J. SHAHAN, D.D., Washington, D. C.

THE RIGHT REVEREND WILLIAM TURNER,

THE VERY REVEREND EDWARD A. PACE, Ph.D.,

Mrs. Arthur Amberg.

HON. CHARLES J. BONAPARTE.

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WALTER GEORGE SMITH, LL.D.,

Sioux City, Iowa.

Buffalo, N. Y.

Washington, D. C.

Upper Montclair, N. J.

Baltimore, Md.

Helena, Mont.

Pawtucket, R. I.

Washington, D. C.

Washington, D. C.

Washington, D. C.

Washington, D. C.

Philadelphia, Pa.

THE AUXILIARY BOARD OF REGENTS

The Board is organized as the Auxiliary Board of Regents of Trinity College and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

Constitution, Art. 1

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^{*}District President of the Ladies' Auxiliary, A. O. H., ex-officio a member of the Auxiliary Board of Regents, Trinity College.

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Miss Margaret R. O'Brien Mrs. James O'Connell Mrs. M. P. O'Connor Mrs. Frank O'Hara Mrs. J. C. O'Loughlin Dr. Mary O'Malley Mrs. Herman Paepcke

Mrs. R. A. Sweeny Pescia

Mrs. J. A. Phelan Miss Janet Richards Miss Mary R. Roach Mrs. Charles E. Roach

Mrs. Margaret Blaine Salisbury

Mrs. Bernard F. Saul Mrs. Raphael L. Shanafelt Mrs. S. J. Shoemaker Mrs. J. Edgar Smith Mrs. Maurice F. Talty Mrs. Charles G. Thorn Mrs. Joseph G. Tilford Mrs. Z. B. Vance Mrs. John J. Walsh Mrs. George A. Weschler

Mrs. Washington A. Young

^{*}National President of the Ladies' Auxiliary, A. O. H., ex-officio, a member of the Auxiliary Board of Regents, Trinity College.

THE ASSOCIATE BOARDS

Boards formed outside of the city of Washington are called Associate Boards of Trinity College.

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MRS. M. E. KEAN Vice-Regent of Manchester

MISS AGNES MITCHELL Vice-Regent of Concord

MASSACHUSETTS

MISS SUSANNE E. LYNCH Honorary State Regent

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MRS. JOHN MAHER Vice-Regent of Worcester

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MRS. THOMAS F. MONAHAN
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MISS M. JOSEPHINE MORONEY
Vice-Regent of Providence

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MRS. MARY J. LINTON Vice-Regent of Woonsocket

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MRS. MARTIN H. GLYNN Vice-Regent of Albany

MISS VIOLA M. FLYNN Chairman of Albany Committee

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MRS. R. J. O'CROWLEY Vice-Regent of Newark

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State Regent

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Hönorary State Regent

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MRS: T. C. POWER

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WASHINGTON

MRS. HENRY. B. SUING Vice-Regent of Spokane

CALIFORNIA

MRS. M. P. O'CONNOR State Regent

CENTRES OF INFORMATION

THE ALUMNÆ ASSOCIATION OF TRINITY COLLEGE

OFFICERS

President, Jane Hoey, '14

First Vice-President, Dr. Honoria Shine, '09

Second Vice-President, Alice Sullivan, '13

Secretary, Dorothy Callahan, '17

Treasurer, Mary Galvin, '11

Directors, Mrs. Louis M. Shine, '08

Mrs. William P. Robertson, '11

THE LADIES' AUXILIARY OF THE ANCIENT ORDER OF HIBERNIANS

Mrs. Mary F. McWhorter, National President Chicago, Illinois

 $\begin{array}{ccc} {\it Miss Adelia Christy,} & {\it National Vice-President} \\ {\it Cleveland, Ohio} \end{array}$

Mrs. Susan M. McNamee, National Secretary Charlestown, Massachusetts

Miss Margaret McQuade, National Treasurer
Pittsburgh, Pennsylvania

Miss Ada K. Gannon, National Chairman of Irish History
Dayenport, Iowa

Mrs. Sarah Robinson, National Director Richmond, Virginia

Mrs. Mary Arthur, National Director Indianapolis, Indiana

TRINITY COLLEGE

Location.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

Foundation and Purpose.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for "a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning." The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view: the true scholar, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the true woman, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

THE LIBRARY.—The College Library now contains about 23,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

The O'Connor Art Gallery.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable art collection

which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

The Holahan Social Hall contains many precious and rare pictures, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

The Science Laboratories.—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at others rich in economic, scientific, and historic interest, e. g., the Treasury Department, the

Patent Office, the Coast and Geodetic Survey, the Geological Survey, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery and National Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

Scope of the College.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington. Graduates are eligible for membership in the Association of Collegiate Alumnae.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students and undergraduate students.

Graduate Students are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

ADMISSION

METHODS OF ADMISSION

There are two methods of admission to Trinity College.

- I. OLD PLAN.—Under this plan a candidate must present at entrance 15½ units in prescribed subjects obtained in one of the following ways:
 - 1. From examinations taken at Trinity College.
- 2. From examinations conducted by the College Entrance Examination Board.
- 3. From Catholic University Examinations given to affiliated schools.
 - 4. From Regents' Examinations of the State of New York.
- II. New Plan.—The examinations required in this plan are of the type known as comprehensive examinations offered by the College Entrance Board.

The new method depends on two kinds of evidence:

- 1. Evidence submitted by the school, consisting of
 - a. A school report covering the entire record of subjects and grades for four years.
 - b. A statement from the school principal including an estimate of the applicant's scholarly interests, special ability, and character.

2. Evidence submitted by the candidate, consisting of

Four comprehensive examinations, selected from each of the following groups:

- (1) English or History, selected by the applicant.
- (2) A foreign language, selected by the applicant.
- (3) Mathematics, or Chemistry, or Physics, selected by the applicant.
- (4) A fourth subject, designated by the applicant from the subjects which may be offered for admission. This choice must be approved by the Committee on Admission of the respective colleges.

These four examinations must be taken at one time.

At least two examinations must cover more than two admission units* each.

In each subject chosen the comprehensive examination covering all the units offered by her for admission must be taken by the applicant.

It is desirable that applicants furnish school records and state the subjects selected for examination before February fifteenth of the year in which the examinations are to be taken. Candidates may apply for admission, however, at any time prior to the September examinations.

The Committee on Admission of the individual college must give its permission, based upon the evidence submitted by the school, before the applicant may take the examinations.

Under the new plan the candidate, if admitted to college, will be admitted free from all conditions. Failure to meet completely the standard in both kinds of evidence required will not necessarily involve rejection of the applicant; the Committee may accept unusual excellence in one part of the credentials submitted as offsetting unsatisfactory evidence or even failure in another part. If the candidate fails of admission in June she will not be debarred from taking examinations under the old system in September, but

[•] Note.—A unit as defined by the College Entrance Examination Board represents a year's study in any subject in a secondary school, constituting approximately a quarter of a year's work.

she may not take the comprehensive examinations for admission under the new plan before June of the following year.

It is believed that this new type of admission combines the best elements of the present certificate system and of the examination system in that it requires the school record and estimate of character, and also demands examinations designed to test the candidate's intellectual power, not alone her memory of prescribed facts. Furthermore, the method offers the applicant the fullest opportunity to show her ability in subjects in which she believes herself best qualified.

This plan substitutes a uniform method of admission in place of the various certificate forms now used by many colleges and gives the school entire freedom in the sequence of its work, making no requirement of certain subjects in the last years.

Comprehensive examinations according to the new plan will supersede admission by certificate after September, 1919.

ENTRANCE REQUIREMENTS

FOR THE DEGREES OF BACHELOR OF ARTS (A.B.)

Prescribed	
English	3 units
Latin	4 units
Major Language	3 units
(Greek, French,	German or
Spanish)	
History	1 unit

Mathematics 2½ units

Electives

Two units must be chosen from the following subjects:

Minor Language	
guage)	
History2	units
Solid Geometry 1/2	unit
Trigonometry	unit
Physics1	unit
Chemistry1	unit
Botany1	unit
Zoölogy1	unit
Music 1	unit
Total15½	units

BACHELOR OF LETTERS (B. Litt.)

Prescribed

English	3 units
History	1 unit
Major Language	
(Latin, Greek, French, C	Jerman
or Spanish)	
Minor Language	
Latin must be either the	Major

or Minor Language.

Electives

6½ units must be chosen from the following subjects:

Major Language	3	units
Minor Language	2	units
History	3	units
Algebra	1½	units
Plane Geometry		
Physics	1	unit
Chemistry		
Botany	1	unit
Zoölogy		
Music	1	unit
Total	$.15\frac{1}{2}$	units

BACHELOR OF SCIENCE (B. S.)

Prescribed

English3	
Latin2	units
French3	units
German3	units
History1	unit
Algebra—2d year1	unit
Plane Geometry1	unit
Solid Geometry	unit

Electives

One unit must be chosen from the following subjects:

Trigonometry ¹ / ₂	unit
Physics1	unit
Chemistry1	unit
General Biology1	unit
Botany1	unit
Zoölogy1	unit
	units

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

College Entrance Examination Board Examination	TRINITY COLLEGE EXAMINATION
Subjects	Subjects Units
English, a and b	
History, a, b, c, or d	= History 1
Mathematics, a (i and ii) and c	= Mathematics 21/2
Latin, a (i and ii), b, c, d, l and m	, 2
One of the following:	
Greek, a (i and ii), b , c , f , and g	Major Requirement in one of
French, a and b	= the following:
German, a and b	Greek, or French, or German
One subject from group I or two subjects	Two units to be chosen from
from Group II:	the following:
Group I:	The Minor Requirement in one of
Greek, a (i and ii), b , f , and g	the languages not offered for major
French, a	standing (Greek, or French, or Ger-
German. a	man, or Spanish, or Italian)2
German, a	man, or Spanish, or Teanan/2
Group II:	>= \ or one unit in two of the following
History, a , or b , or c , or d	subjects:
(not offered above)	History1
Physics	Physics1
Chemistry	Chemistry1
Botany	Botany1
Zoölogy	Zoölogy1
Music) (Music1

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects, according to the Old Plan, are divided into two groups as follows:

Preliminaries:

English 1—Grammar and Composition.

French minor except Prose Composition and the use of the spoken language.

German minor except Prose Composition and the use of the

spoken language.

Greek minor except Prose Composition.

 ${
m History}.$

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

Finals:

English 2—Reading and Study, including Composition.

French major requirement, the Prose Composition and use of the spoken language of the major requirement.

German major requirement, the Prose Composition and the use of the spoken language of the major requirement.

Greek major, the Prose Composition of the major requirement.

History, second point. Latin Prose Composition.

Algebra, Botany, Chemistry, Physics, and Music.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken

during the last year. Candidates are advised to take English Composition and Algebra in the last year.

After September, 1919, certificates will not be accepted for admission.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

- 1. The requirements for admission to the freshman class.
- 2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
- 3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies, but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

GENERAL REGULATIONS

At the beginning of the year, or as early as possible, before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1919 the entrance examinations will be held May 26 to May 31 and September 19 to September 23. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, fifty cents should be forwarded.

By special arrangement entrance examinations may be taken in May at one of the Examination Centres. The September examinations must be taken at the College. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

EXAMINATION CENTRES

The Visitation Academy,

St. Joseph's Academy,

Miss Nardin's Academy,

St. Peter's Academy,

The Academy of Notre Dame,

The Academy of Notre Dame,

The Academy of Notre Dame,

St. John's School,

Academy of the Faithful Companions of Jesus,

Mount St. Mary's Academy,

St. Joseph's Academy,

St. Mary's Academy,

Notre Dame Academy,

The Academy of Notre Dame,

The Academy of Our Lady of Mercy,

St. Joseph's Academy,

Mount Aloysius Academy,

Mount St. Mary's Seminary,

St. Mary's Academy,

The Academy of Notre Dame,

The Academy of Notre Dame,

The Ursuline Academy,

St. Joseph's Academy,

Brooklyn, N. Y., Second Ave. and 91st St.

Brentwood, L. I., St. Joseph's-in-the-Pines.

Buffalo, N. Y., Cleveland Ave.

Rome, N. Y.

Boston, Mass., The Fenway.

Roxbury, Mass., Washington St.

Lowell, Mass., Adams St.

Worcester, Mass., Vernon St.

Fitchburg, Mass.

Hookset Heights, N. H.

Deering, Maine.

New Haven, Conn., Orange St.

Waterbury, Conn.

Philadelphia, Pa., W. Rittenhouse Sq.

Pittsburgh, Pa., Fifth Ave.

Greensburg, Pa., Seton Hill.

Cresson, Pa.

Scranton, Pa., Adams Ave.

Wilkes-Barre, Pa.

Cincinnati, Ohio, Sixth St.

Cincinnati, Ohio, East Walnut Hills.

Cleveland, Ohio, Willson & Scoville Aves.

Columbus, Ohio, Rich Street.

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Mount DeSales Academy, Macon, Ga.

Nazareth Academy, Nazareth, Ky.

The Loretto Academy, Montgomery, Ala.

St. Xavier's Academy, Chicago, Ill., 4928 Evans Ave.

Academy of Our Lady of the Sacred Heart.

Peoria, Ill., Madison Ave. and Bryan St.

Villa de Chantal, Rock Island, Ill.

The Academy of the Visitation, St. Louis, Mo., Cabanne Place.

Mount St. Mary's Academy, Leavenworth, Kas.

Mount Carmel Academy, Wichita, Kas.

The Academy of the Visitation, St. Paul, Minn., University St.

Immaculate Conception

Academy, Davenport, Iowa.

The Academy of the Visitation, Dubuque, Iowa, Alta Vista St.

St. Joseph's Academy, Des Moines, Iowa.

St. Mary's Academy, Monroe, Mich.

Sacred Heart Academy, Grand Rapids, Mich.

Central High School, Yankton, S. Dak.

The Loretto Academy, Denver, Colo., Loretto Heights.

The Loretto Academy, Santa Fé, N. M.

The College of Notre Dame, San José, Calif., Santa Clara St.

The College of Notre Dame, San Francisco, Calif., Mission Dolores.

Immaculate Heart College, Hollywood, Calif.

The Mother-House Congregation Notre Dame, Montreal, Quebec.

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, MAY, 1919

Monday, May 26.

9.00 A. M.—]	11.30 a. m	English,	Grammar	and	Composition.
1.30 р. м.—	4.30 р. м	French.			
4.30 р. м.—	6.00 р. м	History	(American	, or	Mediæval, or
		Moder	m)		

Tuesday, May 27.

9.00 A.	м.—11.30 а. м	English,	Reading	and	Study.
1.30 p.	м.—5.30 р. м.	Latin, 1	. 2.		

Wednesday, May 28.

8.30 A. M.—10.30 A. M	Algebra.			
10.30 а. м.—12.00 м	History	(Ancient	or	English).
1.30 р. м.—5.30 р. м	Latin, 3,	4.		

Thursday, May 29.

9.00 а. м.—12.00 м	Greek, or German, or Spanish.
1.30 р. м.—3.30 р. м	Plane Geometry.
3.30 р. м.—6.00 р. м.	Chemistry, or Physics, or Botany.

Laboratory note-books must be submitted as part of the Science examination, and must be sent with the answer papers in Chemistry or Physics or Botany.

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1919

Friday, September 19.

9.00 A. M.—11.30 A. M.—English, Grammar and Composition.

Saturday, September 20.

9.00 A. M.—11.30 A. M.—English, Reading and Study. 1.30 P. M.— 5.30 P. M.—Latin, 3, 4.

Monday, September 22.

9.00 A. M.—12.00 M......French.
1.30 P. M.—4.30 P. M.—Botany,* or Chemistry,* or Physics.*
4.30 P. M.—6.00 P. M.—History (American, or Mediæval, or Modern).

Tuesday, September 23.

9.00 A. M.—11.30 A. M.—History (Ancient or English). 1.30 P. M.— 4.30 P. M.—German, or Spanish, or Greek. 4.30 P. M.— 6.30 P. M.—Algebra.

Wednesday, September 24.

4.00 P. M.— 6.00 P. M.—Plane Geometry.

^{*}Laboratory note-books must be submitted as a part of the examination.

DEFINITION OF REQUIREMENTS

REQUIREMENT, 1920-1922

The study of English in school has two main objects, which should be considered of equal importance: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation, and the development of the habit of reading good literature with enjoyment.

Grammar and Composition

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature

The second object is sought by means of the reading and study of a number of books from which may be framed a progressive course in literature. The student should be trained in reading aloud and should be encouraged to commit to memory notable passages both in verse and prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts of the lives of the authors whose works she reads and with their place in literary history. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

A few of these books should be read with special care, greater stress being laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions.

EXAMINATION, 1920-1922

Candidates will have the option of taking either of two examinations: (1) Comprehensive; (2) Restricted. The comprehensive examination is described on page 22. The following statements apply to the restricted examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

Grammar and Composition

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, and those good usages of modern English which one should know in distinction from current errors. The main test in composition will consist of one or more essays developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selections. She will not be expected to write more than four hundred words an hour.

Literature

The examination will include:

- A. Questions designed to test such knowledge and appreciation of literature as may be gained by an intelligent reading of the books given in list A below.
- B. A test on the books in List B below. This will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

Division of Examination

When parts A and B of the examination are taken at different times, each will include a test in grammar and composition.

LIST OF BOOKS, 1920-1922

A. Books for Reading

The books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except that for any book in Group I a book from any other may be substituted.

GROUP I-CLASSICS IN TRANSLATION

The Old Testament, at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The Odyssey, with the omission, if desired, of Books I-V, XV, and XVI.

The Æneid.

The Odyssey and the Æneid should be in English translations of recognized literary excellence.

GROUP II .-- DRAMA

Shakespeare: Merchant of Venice, As You Like It, Julius Cæsar.

GROUP III-PROSE FICTION

Dickens: A Tale of Two Cities.

George Eliot: Silas Marner.

Scott: Quentin Durward.

Hawthorne: The House of the Seven Gables.

GROUP IV-ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: The Sir Roger de Coverley Papers.

Irving: The Sketch Book—selections covering about 175 pages.

Macaulay: Lord Clive.

Parkman: The Oregon Trail.

GROUP V-POETRY

Tennyson: The Coming of Arthur, Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur.

Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus"—, Instans Tyrannus.

Scott: The Lady of the Lake.

Coleridge: The Ancient Mariner, and Arnold: Sohrab and Rustum.

B. Books for Study

The books provided for study are arranged in four groups, from each of which one selection is to be made.

GROUP I-DRAMA

Shakespeare: Macbeth or Hamlet.

GROUP II-POETRY

Milton: L'Allegro, Il Penseroso, Comus.

Book IV of Palgrave's Golden Treasury (First Series), with special attention

to Wordsworth, Keats, and Shelley.

GROUP III-ORATORY

Burke: Speech on Conciliation with America.

Washington's Farewell Address, Webster's First Bunker Hill Oration, and Lincoln's Gettysburg Address.

GROUP IV-ESSAYS

Macaulay: Life of Johnson.

Carlyle: Essay on Burns, with a brief selection from Burns's Poems.

HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814).

One unit.

MEDLEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time.

ENGLISH HISTORY.

One unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT.

One unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

LATIN (4)

I. Amount and Range of the Reading Required.

- (1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, Gallic War, I-IV; Cicero, the oration against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.
- (2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics and Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. Scope of the Examination.

- (1) Translation at Sight.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.
- (2) Prescribed Reading.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Eneid I, II, and either IV or VI, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.
- (3) Grammar and Composition.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each

word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin she is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As an assignment of values, 1, 2, 3, and 4 are counted as one unit each; the total requirements to be counted as four units.

- Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- 2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- Cicero (orations for the Manilian Law and for Archias) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
- 4. Vergil (*Æneid*, *I*, *II*, and either *IV* or *VI*, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
- 5. Advanced Prose Composition (for advanced standing).

GREEK (2 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's Anabasis.

XENOPHON.

The first four books of the Anabasis.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

The Work to Be Done.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the

order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's Le Roi des Montagnes, Bruno's Le Tour de la France, Daudet's easier short tales, La Bédolière's La Mere Michel et son chat, Erkmann-Chatrain's stories, Foa's Contes biographiques and Le Petit Robinson de Paris, Foncin's Le pays de France, Labiche and Martin's La Poudre aux yeux and Le Voyage de M. Perrichon, Legouvé and Labiche's La Cigale chez les fourmis, Malot's Sans famille, Mariet's La Tâche du petit Pierre, extracts from Michelet Sarcey's Le Siège de Paris, Verne's Stories.

Major Requirement (3)

The Aim of the Instruction.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's Le Gendre de M. poirier, Béranger's poems, Corneille's Le Cid and Horace, Coppée's poems,

Daudet's La Belle Nivernaise, La Brète's Mon Oncle et mon Curé, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's L'Avare and Le Bourgeois Gentlehomme, Racine's Athalie, Andromaque and Esther, Sandeau's Mademoiselle de la Seiglière, Scribe's plays, Thierry's Récits des temps mérovingiens, Thier's L'expédition de Bonaparte en Egypte, Vigny's La Canne de jonc.

GERMAN (2 or 3)

MINOR REQUIREMENT (2)

The Aim of the Instruction.—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

The Work to be Done.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's Mürchen and Bilderbuch ohne Bilder; Arnold's Fritz auf Ferien; Baumbach's Die Nonna and Der Schwiegersohn; Gerstäcker's Germelshausen; Heyse's L'Arrabbiata, Das Müdchen von Treppi and Anfang und Ende; Hillern's Höher als die Kirche; Jensen's Die braune Erica; Leander's Träumereien and Kleine Geschichten; Siedel's Märchen; Stökl's Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's Der zerbrochene Krug.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's Der Prozess, Der Weiberfeind, and Günstige Vorzeichen; Elz's Er ist nicht eifersüchtig; Wichert's An der Majorsecke; Wilhelmi's Einer muss heiraten. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's Mürchen, or Bilderbuch, or Leander's Trüumereien, to the extent of, say, forty pages. After that such a story as Das Kalte Herz, or Der zerbrochene Krug; then Höher als die Kirche, or Immensee; next a good story by Heyse, Baumbach, or Seidel; lastly Der Prozess.

Major Requirement (3)

The Aim of the Instruction.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes, with special reference to the infinitive and subjunctive, and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Eschenbach's Die Freiherren von Gemperlein; Freytag's Die Journalisten and Bilder aus der deutschen

Vergangenheit—for example, Karl der Grosse, Aus den Kreuzzügen, Aus dem Statt Friedrichs des Grossen; Fouqué's Undine; Gerstäcker's Irrfahrten; Hauff's Lichtenstein; Heine's poems; Hoffman's Historische Erzählungen; Lessing's Minna von Barnhelm; Meyer's Gustav Adolphs Page; Moser's Der Bibliothekar; Mosher's Wilkommen in Deutschland; Riehl's Novellen—for example, Burg Neideck, Der Fluch der Schönheit, Der stumme Ratsherr, Das Spielmannskind; Rosegger's Waldheimat; Schiller's Ded Neffe als Onkel; Der Geisterseher, Das Lied von der Glocke, Balladen; Thiergen's Am deutschen Herde; Uhland's poems; Wildenbruch's Das edle Blut.

SPANISH (2)

THE AIM OF THE INSTRUCTION.—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

The Work to be Done.—During the first year the work should comprise (1) careful drill in pronunciation, (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful, thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A selection of easy short stories and lyrics, carefully graded: Perez Escrich, Fortuna; Ramos Carrion and Vital Aza, Zaragüeta; Palacio Valdés, Jose; Pedro de Alarcon, El Capitún Veneno; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's History of Spanish Literature.

ITALIAN (2)

THE AIM OF THE INSTRUCTION.—At the end of the course the pupil should be able to pronounce Italian accurately, to read at sight easy Italian prose, to put into Italian simple English sentences taken from the language of every-day life, or based upon a portion of the Italian texts read, and to answer correctly questions on the rudiments of the grammar, as defined below.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; (3) abundant exercises illustrating the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Italian of easy variations of the sentences read; (5) writing Italian from dictation.

During the second year the work should comprise: (1) the reading from 250 to 400 pages of modern prose from different authors and of easy poetry; (2) practice in translating Italian into English, and English variations of the text into Italian; (3) continued study of the elements of grammar and of syntax; mastery of all but the rare irregular verb forms and of the simpler uses of the moods and tenses; (5) writing Italian from dictation.

Suitable texts for the second year are: De Amicis, Cuore; and selections from Manzoni's Promessi Sposi.

MATHEMATICS (2½)

ALGEBRA.

i. Algebra to Quadratics.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the nth term and the sum of the terms of arithmetic and geometric progressions, with applications.

PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures, the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems. Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for two and a half years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

PHYSICS* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

- Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
- Instruction by lecture-table demonstrations, to be used mainly as a
 basis for questioning upon the general principles involved in the pupil's
 laboratory investigations.
- 3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of,

^{*}The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

and as a part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY* (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

- 1. Individual laboratory work, comprising at least forty exercises.
- Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
- The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, lead, tin, iron, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur dioxide, sulphuric acid, hydrogen sulphide, sodium hydroxide, ammonium hydroxide.

^{*}The requirement in chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles' laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

- 1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
- 2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
- 3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

^{*}For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—The General Principles of Plant Anatomy and Morphology.—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (e. g. Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Lillaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, Selaginella, a fern, a moss (Polytrichum or Funaria), a leafy hepatic, Marchantia, a mildew (Microsphaera), an agaric, Vaucheria, spirogyra, and a photophyte (Sphaerella).

Physiology.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

Ecology.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

ZOÖLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC

ENTRANCE REQUIREMENTS

A. THEORY.

The examination will consist:

- Of a written test in theory and will be adapted to the proficiency of those who have had one year's systematic training with one lesson a week of an hour's duration or its equivalent. The candidate should have acquired a knowledge of the rudiments of music scales, intervals and staff notation, including the terms and expression marks in common use.
- 2. Of a test in musical dictation of intervals and simple melodies.

B. PIANO.

The examination in this subject will consist of a test in scale playing: in octaves, third, sixth, tenth and in contrary motion. (The correct playing as to tone and evenness of the scale will be considered more than speed.) The applicant, further, must have acquired a knowledge of playing pieces, equivalent to the grade of Beethoven Op. 2, No. 1; Mozart, Fantasie, and Sonata C minor; Bach, the two-part Invention; Chopin, easier Preludes and Valses; Schumann, "Arabesques," "The Evening," and "Novelette" E minor; McDowell, "Woodland Sketches"; Rubinstein, "Romance" E flat; etc. The applicant also has to prove her ability to play at sight compositions in the grade of the easier Mozart Overtures.

EXPENSES

The charge for tuition for one year to all students is	150	00
The charge for board and residence for one year varies from	450 to	
According to the size and situation of the room occupied by the student ${\bf r}$		
Board in the Christmas vacation is charged extra per week	7	00
Dinner and luncheon to non-resident students for one year	100	00
For chemicals and breakage in the laboratories	15	00
Laboratory Fee for Experimental Psychology	15	00
Drawing or Painting for special students in art for one year	100	00
Drawing or Painting for students in the regular college course	50	00
Piano lessons and daily use of instrument for one year	120	00
Organ lessons and daily use of instrument for one year	100	00
Fee for the degree of Bachelor of Arts	15	00
Fee for the degree of Master of Arts	25	00
Certificate Fee.	5	00
Library Fee per semester	5	00
Gymnasium Fee per semester	2	00
Use of Natatorium per semester.	5	00
*Lessons in Swimming per semester	10	00

One-half of the annual fee for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.

Payments must be made before a student can take her place in the class-room.

^{*}Required of all first-year students.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be kept to a student's credit during her residence and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room at any time during the year is required to pay an extra fee of ten dollars for the privilege of moving.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

The degree will not be granted to any student unless her College bills are paid before the examinations preceding Commencement.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence at the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open for competition in May, 1921, to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia; subject temporarily to nomination of Trinity College.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island; open to students who are residents of Rhode Island.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarships, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents; open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912 by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

A Tuition Scholarship for Blind Students, founded in 1915; open to candidates throughout the United States. Competitive examinations will be held May, 1920. The successful candidate must obtain an average of, at least, 80 in competition.

The James F. Walsh Tuition Scholarship, founded in 1916 by Mrs. James F. Walsh, in memory of her husband.

An endowment of twelve thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of six thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin and English, which are prescribed studies, with electives from the following: Greek, German, French, Spanish, Italian, English Literature, Mathematics, History, History of Art, Elocution, and Music.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the general course, the prescribed studies of the group, and free electives.

Examinations in Course.—Two examinations, the mid-year and the final, are held in the classes every year.

Six weeks' continuous absence debars a student from all semester examinations. Absences in any course equivalent to one-third of the lessons will debar a student from examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent. A passing mark must be attained on all examinations in major subjects; and the average for each semester in these courses must be at least 75 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95–100 per cent; B, 85–95 per cent; C. 75–85 per cent; and D, 65–75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

Students must attain grade C in their major subjects, and in one-half the courses in each semester, before they will be recommended for a degree.

REQUIREMENTS FOR DEGREES

BACHELOR OF ARTS (A. B.)

First Year	Second Year	Third Year	Fourth Year
Philosophy (2) Scripture (1) Religion (1) Electives (6)	English	2 Majors	Philosophy (3) Church History (1) Amer. History (2) Religion (1) Electives (8)

BACHELOR OF LETTERS* (B. Litt.)

First Year	Second Year	Third Year	Fourth Year
Philosophy	English	English	Units English (4) Mod. Languages. (3) Church History (1) Philosophy (3) Religion (1) Electives (3)

BACHELOR OF SCIENCE (B. S.)

First Year	Second Year	Third Year	Fourth Year
Mod. Languages. (3) Mathematics	English (2) Mod. Languages (3) Majors (7 or 8) Philosophy (1) Religion (1)	English (1) Majors (6) Church History (1) Religion (1)	Units Units (5)

^{*}Two years of college work in French and German or Spanish are required.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.). Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: WITH DISTINCTION (cum laude); WITH HIGH DISTINCTION (magna cum laude); WITH HIGHEST

DISTINCTION (Summa cum laude).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) or Master of Science (M. S.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of

their ability to carry on the work for the Master's degree.

Students who have received the Master's degree from Trinity College, or any other college of satisfactory standing may complete their studies at Trinity for the degree of Ph. D. This graduate work is done under the direction of Professors of the University who are on the Faculty of Trinity, and the degree is conferred by the Catholic University.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June. Detailed information in regard to graduate work may be

obtained from the Secretary of the College.

GROUPS

The courses of instruction offered by the College are arranged in eight groups, each of which receives its name from the two principal subjects: e. g., the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

GREEK AND LATIN

SOPHOMORE YEAR

GREEK. RELIGION.

LATIN. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

Electives:

PSYCHOLOGY. German. French. Spanish. Italian.

Mathematics. History. Economics.

Sociology. History of Art. ENGLISH

JUNIOR YEAR

RELIGION. GREEK.

PHILOSOPHY. LATIN.

PSYCHOLOGY. ELECTIVES:

German, French, Spanish. Italian, History, Mathematics. CHURCH HISTORY. Economics.

Science. Education. Sociology.

ENGLISH History of Art.

SENIOR YEAR

GREEK.

Electives:

RELIGION.

LATIN. CHURCH HISTORY.

PHILOSOPHY. German. French. Italian. English. Spanish. Science.

Mathematics. History. PSYCHOLOGY. Economics.

Philosophy. Education. Sociology. History of Art.

HISTORY.

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LATIN AND GERMAN

SOPHOMORE YEAR

LATIN. RELIGION.

GERMAN. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

ELECTIVES:

PSYCHOLOGY. Greek. French. Spanish. Italian.

Mathematics. History.

Economics.

ENGLISH. Sociology. History of Art.

JUNIOR YEAR

LATIN. RELIGION.

CHURCH HISTORY. GERMAN.

PHILOSOPHY. ELECTIVES:

Greek, French. Spanish, Italian. Science. History. Mathematics. Education. Economics. PSYCHOLOGY.

Sociology. History of Art. ENGLISH.

SENIOR YEAR

RELIGION. LATIN.

GERMAN. CHURCH HISTORY.

ELECTIVES: PHILOSOPHY.

Greek. French. Italian. Spanish. English. Science. Mathematics. History.

PSYCHOLOGY.

Economics.

Philosophy. Education. HISTORY. Sociology. History of Art.

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LATIN AND FRENCH

SOPHOMORE YEAR

LATIN. RELIGION.

FRENCH. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

ELECTIVES:

PSYCHOLOGY. Greek. German. Spanish. Italian.

Mathematics. History.

Economics.

Sociology. History of Art. ENGLISH.

JUNIOR YEAR

LATIN. RELIGION.

PHILOSOPHY. FRENCH.

PSYCHOLOGY. ELECTIVES:

Greek. German. Spanish. Italian. History. Mathematics.

CHURCH HISTORY

Economics.

Science, Education, Sociology,

ENGLISH. History of Art.

SENIOR YEAR

RELIGION. LATIN.

FRENCH. CHURCH HISTORY.

ELECTIVES: PHILOSOPHY.

Greek. German. Italian. Spanish. English. Science. Mathematics. History. PSYCHOLOGY.

Economics.

Philosophy. Education. Sociology. History of Art. HISTORY.

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LATIN AND ENGLISH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

ENGLISH.

Rhetoric and Composition.

Literature. Philosophy.

PHILOSOPHY.

ELECTIVES:

PSYCHOLOGY.

Greek. German. French. Italian. Spanish. Economics.

Sociology.
History. Mathematics.
History of Art.

SCIENCE.

JUNIOR YEAR

RELIGION.

LATIN.

ENGLISH.

PHILOSOPHY.

Rhetoric and Composition.

Literature. Philology.

Electives:

PSYCHOLOGY.

Greek. German. French.

Italian. Spanish.

History. Mathematics. Science. Education. Economics.

Sociology.

History of Art.

CHURCH HISTORY.

SENIOR YEAR

RELIGION.

LATIN.

CHURCH HISTORY.

PSYCHOLOGY.

ENGLISH.

ELECTIVES:

PHILOSOPHY.

Greek. German. French. Italian. Spanish. Science.

Mathematics. History.

Economics.

Philosophy. Education.

HISTORY.

Sociology. History of Art.

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GERMAN AND FRENCH

SOPHOMORE YEAR.

GERMAN RELIGION.

FRENCH. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

ELECTIVES:

Greek. Latin. Spanish. Italian. Mathematics. History. PSYCHOLOGY.

Economics.

Sociology. History of Art. ENGLISH.

JUNIOR YEAR

GERMAN. RELIGION.

PHILOSOPHY. FRENCH.

CHURCH HISTORY. ELECTIVES:

Greek. Latin. Spanish. Italian. History. Mathematics. Science. Education. Economics. Sociology. History of Art. PSYCHOLOGY.

ENGLISH.

SENIOR YEAR

RELIGION. GERMAN.

FRENCH. CHURCH HISTORY.

ELECTIVES: PHILOSOPHY.

Greek. Latin. Italian. Spanish. English. Science.

Mathematics. History.

PSYCHOLOGY. Economics.

Philosophy. Education.

Sociology. History of Art. HISTORY.

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ENGLISH AND GERMAN

SOPHOMORE YEAR

RELIGION. ENGLISH.

Rhetoric and Composition.

Literature. Philology.

GERMAN. PHILOSOPHY.

Electives:

Greek. Latin. French. PSYCHOLOGY. Italian. Spanish.

Mathematics. History. Economics.

Sociology. History of Art. SCIENCE.

JUNIOR YEAR

ENGLISH. RELIGION.

Rhetoric and Composition.

Literature. Philology.

PHILOSOPHY.

HISTORY.

SACRED SCRIPTURE.

GERMAN.

ELECTIVES: PSYCHOLOGY.

Greek. Latin. French. Italian. Spanish.

Mathematics. History. Science. Economics. Sociology. Education. History of Art. CHURCH HISTORY.

SENIOR YEAR

RELIGION. ENGLISH.

GERMAN. CHURCH HISTORY.

Electives:

Greek. Latin. French. Italian. Spanish. Science. PHILOSOPHY.

Mathematics. History.

Economics. PSYCHOLOGY.

Philosophy. Education.

Sociology. History of Art.

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ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION.

ENGLISH.

SACRED SCRIPTURE.

Rhetoric and Composition.

Literature. Philology.

FRENCH.

PHILOSOPHY.

Electives:

PSYCHOLOGY.

Greek. Latin. German. Italian. Spanish. History.

Economics.

Mathematics. Sociology.

SCIENCE.

History of Art.

JUNIOR YEAR

RELIGION.

ENGLISH.

Rhetoric and Composition.

Literature. Philology.

PHILOSOPHY.

FRENCH.

PSYCHOLOGY.

Electives:

Greek. Latin. German. Italian. Spanish.

Mathematics. History. Science. Economics. Sociology. Education. History of Art.

CHURCH HISTORY.

SENIOR YEAR

RELIGION.

ENGLISH.

CHURCH HISTORY.

FRENCH.

Electives:

PHILOSOPHY.

Greek. Latin. German. Italian. Spanish. Science. Mathematics. History.

PSYCHOLOGY.

Economics. Philosophy. Education.

HISTORY.

Sociology. History of Art.

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HISTORY AND THE SOCIAL SCIENCES

SOPHOMORE YEAR

RELIGION. HISTORY.

Modern History.

SACRED SCRIPTURE. SOCIAL SCIENCE.

Elements of Sociology.

PHILOSOPHY.

History of Art.

ELECTIVES:

Elements of Economics. PSYCHOLOGY.

Greek. Latin. German. French. Italian. Spanish. Mathematics.

ENGLISH. SCIENCE.

JUNIOR YEAR

HISTORY. RELIGION.

American Political History.

SOCIAL SCIENCE. PHILOSOPHY.

ELECTIVES:

Comparative Study of Modern Govern-CHURCH HISTORY.

Irish History.

English History. Economics. PSYCHOLOGY. History of Art.

Greek. Latin. German. French. Spanish. Italian. Science.

ENGLISH. Education.

SENIOR YEAR

RELIGION. HISTORY.

American Constitutional History.

SOCIAL SCIENCE.

Comparative Study of Modern Govern-CHURCH HISTORY.

ments.

ELECTIVES:

History of XIX Century. Contemporary History.

PHILOSOPHY. Economics. Sociology.

Greek. Latin. German. French. Spanish. Italian. English.

Philosophy. Education. History of Art.

PSYCHOLOGY.

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COURSES OF STUDY

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths.

- 1. Apologetics.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
- 2. God and Man.—The Unity and Trinity of God. Creation.
 Original Sin. The Incarnation. The Redemption. The
 Mother of God.
- 3. Sanctification.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
- 4. Religious Law and Sanction.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's Handbook of Religion and Schand's Christian Apology are recommended for collateral reading.

SACRED SCRIPTURE

 General Introduction to the Old Testament; Number and Classification of the books. The Hebrew Bible; Greek, Latin, and English Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books.

Prescribed for Freshmen.

One hour weekly.

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels; His miracles, prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

One hour weekly.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading, or imperfect in historical literature, to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems, and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition, and services of Christian women as exemplified in the history of Catholicism.

- 1 a. The Church in the Graeco-Roman World. (A. D. 29-476) The foundation of the Christian religion, the spirit of the Church; the constitution of the Church, the sufferings of the early church; the Christian writings of the first three centuries. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the transition from imperial to barbarian society.
 - b. The Church in the Middle Ages. (A. D. 476-1303) The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms. The empire of Charlemagne and the temporal power of the Pope; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations.
 - c. (A. D. 1303–1517) The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism.
- 2 a. (A. D. 1517-1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
 - b. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
 - c. (1789–1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protest-

antism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history. Prescribed for Juniors and Seniors.

One hour weekly.

PHILOSOPHY

1. Logic.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Prescribed for Freshmen.

Two hours weekly.

2. Briefer Course in Logic.

This course is designed for students who enter college with advanced standing, but have not studied logic.

One semester, two hours weekly.

Prescribed for those who can not follow 1, and for students working for B. S. Degree.

3. Introduction to Philosophy.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Prescribed for Sophomores.

One semester, two hours weekly.

4. ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with

those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

Two hours weekly.

5. HISTORY OF PHILOSOPHY.

- a. Ancient Period.—General view of the development of thought; various methods of studying the history of Philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.
- b. Mediæval Period.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c. Modern Period.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Prescribed for Juniors.

Two hours weekly.

6. Contemporary Philosophy.

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

One semester, two hours weekly.

7. ÆSTHETICS.

Reality and its transcendental attributes; definition of the Beautiful; relation to the Good and the True; objective constituents of the Beautiful; the Æsthetic Feeling; definition of Art; its relation to life; Idealism and Realism; the purpose of Art; Art and Religion; fundamental principles of literary and artistic criticism; historical survey; recent and contemporary theories.

Open to Seniors.

One semester, two hours weekly.

PSYCHOLOGY

1. General Psychology.

The methods employed in the psychological research are explained and illustrated. A historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Prescribed for Sophomores.

One semester, two hours weekly.

2. Genetic Psychology.

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Juniors.

One semester, two hours weekly.

3. Experimental Educational Psychology.

A lecture and laboratory course accentuating the phases of psychology which lie at the basis of modern educational and clinical problems.

Lecture one hour a week.

Laboratory, three hours a week.

4. CLINICAL EDUCATIONAL PSYCHOLOGY.

The principal forms of abnormal mentality are explained and illustrated by clinical demonstrations. Students are given special instruction in the methods of examining backward children and the opportunity to apply these methods on cases coming to the clinic.

Lecture one hour a week.

Clinical work by special appointment at Providence Hospital.

EDUCATION

1. HISTORY, ANCIENT AND MEDIÆVAL.

a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.

b. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools: the Christian Rhetors.

c. Christian Education. Scholastic Era; Ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

Elective for Seniors.

First semester, two hours weekly.

2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Elective for Seniors.

Second semester, two hours weekly.

3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

Elective for Juniors.

First semester, two hours weekly.

4. THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Elective for Juniors.

Second semester, two hours weekly.

5. THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and

the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

Elective for Seniors. First semester, two hours weekly.

6. GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Elective for Seniors.

Second semester, two hours weekly.

A certificate will be given to students who have attained an average of 75 per cent in the several courses of this Department, together with Logic, General Psychology and Ethics. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German, French, Spanish and Italian serves a three-fold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to

read them, before the group is elected in Sophomore year.

GREEK

1. Grammar. Exercises in writing Greek. Xenophon, Anabasis. General introduction to the study of Greek.

Five hours weekly.

Open to students who did not present Greek at entrance.

2. Xenophon, Anabasis continued. Homer, Iliad. Elementary prose composition.

Five hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

3. New Testament Greek. Selections from the Christian writers.

Three hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

4. Homer, Odyssey. Books I, II, VI, and VII. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

5. Lysias, Orations, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, Apology and Crito. Prose composition. Lectures—The Philosophy of Plato.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek

Open to students who have finished 2, or who presented major Greek at entrance.

7. Euripides, Medea, Alcestis and Hecuba. Prose composition. Lectures—The Rise and Development of Tragedy.

Three hours weekly.

Prescribed for Sophomores in the Greek Groups.

8. Sophocles, Antigone, Œdipus Tyrannus, or Electra. Advanced prose composition.

Lectures—The Greek Dramatists.

One semester, three hours weekly. Open to Juniors in the Greek groups.

9. Lyric and Bucolic Poetry. Advanced Prose composition. Lectures—The Elegy. The Dorian, Æolian, and Alexandrine Schools.

One semester, three hours weekly.

Open to Juniors in the Greek groups.

10. Aristophanes, Selections. Advanced prose composition. Lectures—The Attic Comedy. One semester, three hours weekly.

Open to Juniors in the Greek groups.

- 11. Plato, Republic. Two hours weekly. Open to Juniors in the Greek Groups.
- 12. Aristotle, Poetics.

One semester, three hours weekly. Open to Seniors who have finished the requirements of the Greek groups.

13. Thucydides, Book VII.

groups.

One semester, two hours weekly. Open to Seniors who have finished the requirements of the Greek

14. Æschylus, Agamemnon and Seven Against Thebes.

One semester, three hours weekly. Open to Seniors who have finished the requirements of the Greek groups.

15. Pindar, Selected Odes.

One semester, two hours weekly. Open to Seniors who have finished the requirements of the Greek groups.

16. Lucian, The Dream, Dialogues of the Dead, The Sale of the Philosophers. One semester, two hours weekly. Open to Juniors or Seniors.

- 17. Homer, Iliad, Books XVIII-XXIV.

 Open to Juniors or Seniors.

 One semester, two hours weekly.
- 18. General review of Greek literature. Greek syntax.

One hour weekly.

Open to Seniors who have finished the requirements of the Greek groups.

- 19. Greek History from original sources. One hour weekly.

 Open to all students in Greek except Freshmen.
- 20. Greek Myths.

Open to all students except Freshmen.

One hour weekly.

21. In 1920-1921 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.

This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.

For Graduates.

Five hours weekly.

LATIN

- 1. Livy, Book I. Horace, Odes and Epodes. Prose composition.

 Prescribed for Freshmen. Four hours weekly.
- 2. Cicero, Letters. Tacitus, Agricola. Horace, Satires and Epistles. Ovid, Selections. Prose composition.

Three hours weekly.

Prescribed for Sophomores in the Latin groups.

3. History of Latin Literature. Reading of representative selections.

Two hours weekly.

Prescribed for Juniors in the Latin groups.

- 4. Roman Life. Selected readings from Pliny, Letters; Juvenal, Satires; Martial, Epigrams.

 Prescribed for Juniors in the Latin groups. One hour weekly.
- 5. General Review of Latin Syntax. Practice in writing Latin.

 Prescribed for Juniors in the Latin groups. One hour weekly.
- 6.* Roman Comedy. Plautus and Terence, Selected Plays.

 Elective for Seniors in the Latin groups. Two hours weekly.
- 7.* Roman History. Readings from Livy, Sallust, Tacitus, Suetonius.

 Elective for Seniors in the Latin groups.

 Two hours weekly.
- 8.* Roman Philosophy. Cicero, Tusculan Disputations. Lucretius, Books I and V.

 Elective for Seniors. Two hours weekly.
- 9.* Roman Poetry. Vergil, Books VII-XII. Selected readings from the elegiac poets.

 Elective for Seniors. Two hours weekly.
- 10.* Roman Rhetoric. Cicero, De Oratore. Quintilian, De Institutione Oratoria, Book X.

 Elective for Seniors. Two hours weekly.
- 11. Advanced Prose Composition.
 Elective for Seniors.

One hour weekly.

12. Introduction to Paleography.

Elective for Seniors.

One hour weekly.

13. Methods of Teaching Latin.

Elective for Seniors.

One hour weekly.

14, 15, 16, 17. Sight Reading.
One hour weekly.
Elective for Freshmen, Sophomores, Juniors and Seniors, respectively.

^{*}Not more than two of these courses will be given in any one year.

GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

18.* Historical Grammar. History of the sounds and inflections of the Latin language.

Two hours weekly.

19.* Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome.

One hour weekly.

20. Latin Inscriptions.

Two hours weekly.

21. Special Study of the stylistic peculiarities of a selected author as major work for the M. A. degree. Five hours weekly.

GERMAN

1. Grammar. Readings and selected lyrics with practice in writing and speaking German. Three hours weekly.

Open to students who did not present German at entrance.

- 2. Grammar. Prose composition. Reading. Conversation. First semester, five hours weekly. Open to students who presented minor requirements in German.
- 3. Grammar. Prose composition. Modern and classical prose and verse. Second semester, five hours weekly. Open to students who have completed 2 or equivalent.
- 4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading. Three hours weekly.

Open to students who presented major requirements in German.

5. Grammar. Prose composition. This course is designed to meet individual needs of students.

Open to Freshmen and Sophomores.

One hour weekly.

6. The Classical Drama.

Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's *Technik des Dramas*.

Two hours weekly.

Open to students who have completed 3 or 4.

7. Kleist and Grillparzer.

A study of their life and works.

Two hours weekly.

Open to students who have completed 3 or 4.

8. Scientific German.

Readings in current scientific literature.

Three hours weekly.

Primarily for students in scientific groups.

9. General survey of German literature.

Two hours weekly.

Open to students who have completed 6 or 7.

10. German Conversation.

Discussion of current events and assigned topics.

Open to all students in German.

One hour weekly.

11. Nineteenth Century Drama.

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others.

Open to Seniors.

Two hours weekly.

12. Nineteenth Century Novel.

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Freytag, Herbert, Keller, and others.

Open to Seniors. Two hours weekly.

13. Grammar Review.

A detailed discussion of theoretical grammar from the standpoint of the high school teacher.

One hour weekly.

Prescribed for Seniors making German a major.

FOR UNDERGRADUATES AND GRADUATES

14. Modern German Poetry.

Weber's Dreizehnlinden, Scheffel's Trompeter von Säkkingen and other epic poems.

Two hours weekly.

15. German Lyric Poetry since the time of Goethe.

Special attention will be given to the study of rhythm and metre.

Two hours weekly.

16. Romantic Writers.

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland.

Two hours weekly.

17. Middle High German.

Grammar and reading of Middle High German texts.

Two hours weekly.

18. Germanic Mythology and Antiquities.

One hour weekly.

19. History of German culture from the close of the Thirty Years' War to the close of the nineteenth century.

Lectures and assigned readings.

Two hours weekly.

20. Middle High German (second-year course).

Critical study of the court epics and the Minnesingers.

Two hours weekly.

21. Old High German. Braune, Althochdeutsches Lesebuch.

Two hours weekly.

22. History of the German Language.

Lectures and readings with special reference to Modern High German.

One hour weekly.

23. Seminar in German Literature.

The aim is to train graduate students in the scientific methods of the historical and critical study of literature. Two hours weekly.

24. German Literary Criticism.

The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered.

One hour weekly.

FRENCH

1. Cardon, A Practical French Course. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.

Three hours weekly.

Open to students who did not present French.

2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.

Three hours weekly.

Open to students who presented minor requirements in French.

5. Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.

Three hours weekly.

Open to students who presented major requirements in French.

- 6. Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading.

 Open to students who have completed 5. Three hours weekly.
- 7. Original prose: description and narration.

 Open to students who have completed 6.

 One hour weekly.
- 8. Elementary French conversation and composition. Talks on assigned readings.

 One hour weekly.

Open to students with permission of the Professor.

9. Advanced French conversation and composition. Discussion on current topics.

One hour weekly.

Open to students with permission of the Professor.

10. French social life and manners. Advanced conversation and composition.

One hour weekly.

Prescribed for students making French a major.

11. History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period.

Two hours weekly.

Prescribed for students who have completed 6.

12. Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries.

One hour weekly.

Open to students who have completed 6 and 11.

- 13. The French Novel. Lectures and collateral reading.

 Open to students who have completed 6. One hour weekly.
- 14. Special study of the writers of the nineteenth century. Lectures and collateral reading.

Two hours weekly.

Open to students who have completed 6 and 11.

- 15. French Epic Poetry with special study of Victor Hugo and Lamartine.

 Open to students who have completed 11.

 One hour weekly.
- 16. Lyric Poetry with introduction to French versification.

 Second semester, one hour weekly.

 Open to students who have completed 11 and 15.
- 17. A rapid review of French literature dealing only with writers of first importance.
 One hour weekly.
 Open to all students with permission of the Professor.
- 18. Special course in pronunciation and elocution.

 One hour weekly.

 Open to all students with permission of the Professor.
- 19. Philology. Phonology. Morphology. Old French.

 Second semester, one hour weekly.

 Open to Seniors who have completed 11 and 14.
- 20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching.

 One hour weekly.

 Prescribed for students making French a major.
- 21. A short course. Reading, prose composition, and conversation.

 Open to Juniors and Seniors. Two hours weekly.
- 22. Scientific French. Readings in scientific literature.

 One hour weekly.

GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

23. The French Novel from J. J. Rousseau to René Bazin.
Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand and the English Influence, Madame de Staël and the
German Influence, Victor Hugo, Honoré de Balzac, George
Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet.

Two hours weekly.

- 24. Literary criticism in France since the seventeenth century.

 Special study of the Querelle des Anciens et des Modernes,
 Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet.

 Two hours weekly.
- 25. Literature of the French Salons; with a special study of the literary women of the seventeenth century.

Two hours weekly.

- 26. Parallel between Corneille and Racine, with a careful study of three tragedies of each.

 Three hours weekly.
- 27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force, and ease, the results of thinking connectedly in French.

Three hours weekly.

28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée.

Three hours weekly.

SPANISH

- 1. Elementary Spanish Grammar. Reading of easy Spanish texts. Conversation.

 Three hours weekly.
- 2. Grammar and exercise in composition. Reading of modern prose. Conversation.

 Open to students who have taken 1.
- 3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation.

 Two hours weekly.

Open to students who have taken 1 and 2.

- 4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation. Two hours weekly. Open to students who have taken 1 and 2.
- 5. Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation. Two hours weekly. Open to students who have taken 1 and 2.
- 6. The History of Spain. Lectures, readings and recitations. Two hours weekly. Open to students who have taken 1 and 2.

ITALIAN

1. Elementary Course. Grammar with written and oral exercises. Reading and sight translation. Conversation. Three hours weekly.

- 2. Intermediate Course. Grammar and prose composition. Reading and sight translation from modern authors in the first semester, from classic authors in the second semester. Three hours weekly. Open to students who have completed course 1.
- 3. History of Italian literature in the Nineteenth Century. Three hours weekly. Open to students who have taken 1 and 2.

ENGLISH

1. Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature.

Prescribed for Freshmen.

Three hours weekly.

2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Toward the end of the course the oral composition takes the form of class debates.

Prescribed for Sophomores.

Two hours weekly.

3. Briefer course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

Second semester, two hours weekly,

4. Versification. English poetry studied from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of verse.

Prescribed in the first semester for students making English a major.

- 5. Advanced composition. Two hours weekly. Open to students who are taking no other composition course.
- 6. Prose composition. This course is designed to meet the individual needs of students. One hour weekly.
- 7 a. Short Story writing. Open to Seniors.

One hour weekly.

7 b. Essay writing. Open to Seniors.

One hour weekly.

8. Chaucer and Spenser. A study of the best known of the Canterbury Tales, with attention to their sources, language, and grammar. One book of the Faery Queene. Open to Sophomores.

Second semester, two hours weekly.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy,

history. Immediate predecessors of Shakespeare. Second semester, one hour weekly. Open to Sophomores.

10. Shakespeare. Life and works. Detailed study of four plays, with reading and discussion of the most important histories, comedies, and tragedies. First semester, two hours weekly. Open to Juniors.

- 11. Milton. His life, purpose, and achievement. Study of Paradise Lost, Paradise Regained, and Samson Agonistes. Open to Juniors. Second semester, one hour weekly.
- 13. The Classical Age. While chief attention in this course is given to Dryden and Pope, other authors of the period, especially Addison and Steele, are included. The life, work, and influence of those authors are studied, as well as the historical background.

 Second semester, two hours weekly.

15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Tennyson. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson.

Prescribed for Juniors.

Two hours weekly.

16. Seminar in Recent Literature. Open to Juniors.

One hour weekly.

- 18. An intensive study of Tennyson, Browning, or some other nineteenth century poet. Open to Seniors. One hour weekly.
- 19. Prose Fiction. Jane Austen, Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, to-

gether with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least two novels by each of the authors named above.

Open to Seniors. Three hours weekly.

- 20. English Prose, exclusive of fiction, from the founding of the Edinburgh Review to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Stevenson, Cardinal Newman.
- 21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essavists. The Short Story writers. The Novelists. Open to Freshmen. Three hours weekly.

23. Literary Criticism. The nature and function of criticism. The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition.

Primarily for graduates, but open with permission to undergraduates who have completed the major requirement in English.

24. Historical English. A survey of the history of the English language. Introduction to Old English grammar. Cook, First Book in Old English.

> First semester, three hours weekly. Prescribed for Sophomores making English a major.

25. Old English prose and verse. Bright, Anglo-Saxon Reader. Beowulf (Schicking's text).

Two hours weekly.

Open to Juniors who have completed Course 24.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied.

Two hours weekly.

Primarily for graduates, but open to undergraduates who have completed Course 25.

The English Department reserves the right to withdraw any

elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English. Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

HISTORY

The object of the course in History is three-fold; to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations

and private readings.

1. Mediæval History to 1517.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to the study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course:—the Teutonic nations; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System; the extension of Mohammedanism; the scope and results of the Crusades; the Hundred Years' War; the revival of classical learning; the geographical discoveries.

Open to Freshmen.*

Two hours weekly.

2. European History 1517–1815.—This course traces the history of Europe to the close of Napoleon's career. Attention is devoted to the following topics:—the political changes caused by the Reformation; England in the era of religious revolution; the Thirty Years' War; the Age of Louis XIV;

^{*}History 1 and History of Art 5 are prerequisites to later elections, if such elections are to be recognized as major work in history or economics.

the rise of Prussia; the Seven Years' War; the expansion of England; the causes, principles, and chief events of the French Revolution; the rise of Napoleon; the establishment of the Empire; the Napoleonic era in its French and European aspects.

Open to Sophomores.

Two hours weekly.

3. History of the Nineteenth Century.—This course is planned to give a general outline of the history of the nineteenth century. It includes the following topics:—the Congress of Vienna; the epoch of reform in England; Ireland and Home Rule; the political changes in France; the rise and development of contemporary Germany; the creation of united Italy and the loss of the temporal power of the Popes; the rise of Japan; the relations between Russia, Turkey and the Balkan States.

Open to Juniors and Seniors.

Two hours weekly.

4. Contemporary History.—This course deals with current history and is designed to give the student a knowledge of present day events.

Open to Juniors and Seniors.

One hour weekly.

5. American Political History to 1861.—This course is designed to give the student a general knowledge of American Political History from the period of discoveries to the beginning of the Civil War. The following are among the subjects considered:—Spain, France, and England in North America; intercolonial wars; the causes and events of the American Revolution; the United States under the Articles of Confederation; the Constitution; the causes and results of the war of 1812; the Jacksonian epoch; the War with Mexico. Open to Juniors.

First semester, two hours weekly.

AMERICAN POLITICAL HISTORY FROM 1861 TO THE PRESENT DAY.—Among the subjects considered in this course are the following:—the controversy over slavery; the question of secession; the Civil War and the period of reconstruction; the commercial and industrial growth of the United States; the Spanish-American War; the United States in the Pacific.

Open to Juniors.

Second semester, two hours weekly.

6. American Constitutional History.—The object of this course is to acquaint the student, in a more special manner, with the rights and duties of American citizenship. Among the subjects considered the following may be mentioned:—the Articles of Confederation; the formation of the Constitution; some recent State constitutions; local government—county and town; the initiative, referendum and recall; the question of women's rights.

Prescribed for Seniors.

Two hours weekly.

7. IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the history of the Irish people in modern times.

Open to all students.

One hour weekly.

8. English Political History.—This course covers the mediæval and modern period of English History. The study of industrial and social conditions receives special attention.

One semester, two hours weekly.

Open to Juniors and Seniors.

ECONOMICS

1. *Elementary Economics.—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

One year, two hours weekly.

Open to Sophomores, Juniors, Seniors.

^{*}Economics 1 and History 1 are prerequisites for major work in Economics.

2. Industrial History of England.—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system.

First semester, two hours weeklu.

Open to students who have taken Economics 1.

3. Industrial History of the United States.—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff, and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement, and the background of recent social legislation.

Second semester, two hours weekly.

SOCIOLOGY

1. Elementary Sociology.—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social progress.

One year, two hours weekly.

2. Principles of Relief.—Study of problems and processes of poverty and of policies and principles in the modern development of relief work with particular attention to Catholic thought and practice.

Two hours weekly.

Open to Juniors and Seniors in 1919–1920. Elementary Sociology or Economics, and Industrial History required. Field study and critical reports on methods and literature are emphasized throughout.

For related courses in Experimental and Clinical Psychology, see p. 72.

POLITICAL SCIENCE

1. Elements of Political Science.—The nature, origin, basis, functions and constitution of the State; and the chief forms and departments of government.

One year, two hours weekly.

- 2. The Economic and Social Activities of the State.—Legislation concerning commerce, industry, labor, charity and education.

 One year, two hours weekly.
- 3. Comparative Study of Modern Governments.—This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

 One to Juniors and Seniors.

 One hour weekly.

MATHEMATICS

1. Solid Geometry.—Demonstrations of propositions; applications of principles to numerical examples.

One semester, three hours weekly.

2. Trigonometray.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulæ, applications.

One semester, three hours weekly.

3. Trigonometry, Analytic Geometry.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences.

One year, three hours weekly.

Recommended for students who wish to take Physics; also for the Science degree.

4. ADVANCED ALGEBRA.

One semester, three hours weekly.

5. Analytic Geometry.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola.

One semester, three hours weekly.

Open to students who have taken 2.

6. Calculus, Differential and Integral.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

One year, three hours weekly. Open to students who have taken 2, 4, and 5, or 3.

7. Theory of Equations and Determinants.—Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants.

One semester, three hours weekly.

Open to students who have taken 2, 4, and 5, or 3.

8. Calculus (Second Course).—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications.

One semester, three hours weekly.

Open to students who have taken 6.

9. Analytic Geometry (Second Course).—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions.

One year, two hours weekly.

Open to students who have taken 4 and 5, or 3.

10. HISTORY OF MATHEMATICS. One year, one hour weekly.

Open to students who have taken 6.

11. Teachers' Course.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

Two semesters, two hours weekly.

Open to Seniors who have taken 1, 2, 4, 5, and 6, or 3 and 6.

12. Practical Mathematics for Students in Physics.—Applications of Higher Mathematics to problems in physics.

Two hours weekly.

13. Practical Mathematics for Students in Chemistry.—Applications of Higher Mathematics to problems in Chemistry.

Two hours weekly.

Courses 12 and 13 to be given in alternate years; 13 will be given in 1919–1920.

14. DIFFERENTIAL EQUATIONS.—General linear equations with constant coefficients; special forms of differential equations of higher orders; integration in series.

One semester, three hours weekly.

Primarily for graduates, but open with permission to undergraduates who have completed 8.

- 15. Analytic Mechanics. Special attention is paid to the Mathematical theory of Mechanics.

 Open to Graduates. Three hours weekly.
- 16. VECTOR ANALYSIS.

 Open to Graduates.

Three hours weekly.

17. PROJECTIVE GEOMETRY.
Open to Graduates.

Three hours weekly.

PHYSICS

- 1. General Physics.—Lectures, reading, recitations and laboratory exercises in the fundamental principles of the science.

 Five hours weekly.

 Open to students who have not offered Physics for entrance.
- 2. Advanced Physics.—Mechanics; Geometrical Optics.

 One semester, five hours weekly.

 Prerequisite, Course 1, or its equivalent.
- 3. Heat.—Thermometry; Calorimetry; Elementary Thermodynamics.

 One semester, five hours weekly.

 Prerequisite, Course 1, or its equivalent.
- 4. WAVE MOTION AND SOUND.

 Prerequisite, Course 1.

 One semester, three hours weekly.

- 5. ETHER WAVES.—Phenomena and laws of interference and diffraction; optical instruments; dispersion; spectrum analysis; color phenomena; polarization; propagation in crystalline media.

 One semester, five hours weekly.

 Prerequisite, Courses 2 and 4.
- 6. ELECTRICITY. One semester, five hours weekly. Prerequisite, Courses 1 and 3.
- 7. Selected Problems assigned for investigation, experimental work and discussion.

 One semester, two hours weekly.

CHEMISTRY

- 1. Inorganic Chemistry.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice. Open to Sophomores.

 Four hours weekly.
- 2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studies in their qualitative relations.

 First semester, four hours weekly.

 Open to students who have completed 1.
- 3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis. Second semester, four hours weekly. Open to students who have completed 2.
- 4. Organic Chemistry.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

 Open to students who have completed 1. Four hours weekly.

- 5. Advanced Inorganic Chemistry.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
- 6. Advanced Laboratory Course.—Special work in Organic Preparations, or Advanced Analytical Chemistry.

 One semester, three hours weekly.

Open to students who have completed 1, 2, 3 and 4.

- 7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.

 One semester, two hours weekly.

 Open to students who have completed 1.
- 8. Food Chemistry.—A study of the chemistry of proteins, fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc. The adulteration, sterilization and preservation of foods.

One hour weekly.

9. The Teaching of Chemistry.—Lectures, recitations, and practice work.

BIOLOGY

- 1. GENERAL BIOLOGY.
 - This course is designed to acquaint the student with the fundamental principles of animal and plant life as a preparation for the further study of botany and zoölogy. It also furnishes an opportunity for gaining a practical knowledge of general biology.
 - By the study of amoeba and other protozoa, saccharomyces, protococcus, and non-pathogenic bacteria, the student becomes familiarized with the unicellular organism; by the study of hydra, obelia, and spirogyra, with the multicellular.
 - The earthworm, crayfish, perch, frog, and rabbit are chosen as typical forms of animal life. The liverwort, moss, fern, pine, and sun-flower are studied to introduce the student to botany.

The course is conducted by means of lectures, laboratory work, and field excursions. Special attention is paid to the drawing of objects studied in the laboratory. Individual use of the microscope. Dissection of animal forms as well as the differentiation and generalization of their various structures and functions.

It is desirable that those who enter this course have an elementary knowledge of physics and chemistry.

Open to Sophomores.

Five hours weekly.

3. GENERAL BOTANY.

In this course the foundation principles of plant biology are considered, including a study of plant life in general with reference to the morphology, function and development of plants, their relations to light, soil, moisture, and other biotic conditions that make up their environment.

During the second semester the time is devoted to systematic botany with a study of typical plants representing the more general group of angiosperms.

The work in this course is supplemented by visits to the Department of Agriculture, the Botanical Gardens, and by field excursions with the special aim of making the student familiar with the flora of the locality.

Open to Sophomores.

Five hours weekly.

4. Animal Histology and Technique.

This course consists of lectures with a study in the laboratory of the microscopic structure of the various tissues and organs. Its aim is to train the student by individual practice in the killing, fixing, and sectioning of specimens, the preparation of media, as well as the staining and mounting of slides and other methods of microscopic technique.

This course presupposes ability to manipulate the microscope and some knowledge of general biology.

Open to students who have completed 1.

Three hours weekly.

5. Comparative Anatomy of Vertebrates.

This course is intended mainly for students who intend to prepare themselves for the work of teaching biology or who for any other reason desire a deeper insight into the forms of animal life than can be obtained in the course in general biology.

In this course typical organisms will be studied in their relations to one another. The skull, shoulder and pelvic girdles will be followed from the fishes to the mammals. In like manner the nervous, circulatory and muscular systems will be studied as variations of a fundamental structure that is to be found throughout the various classes of vertebrates.

Comparative Anatomy alone can give the student that insight into the structure of organisms which reduces the burden of memory to a minimum and impresses facts by a rational group of relations.

Three hours weekly.

Open to students who have completed 1.

6 Comparative Morphology and Taxonomy of the Fungi.

Structure and characters of edible and poisonous mushrooms. Parasitic Fungi; their history and development. General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work. Open to students who have taken 3.

Three hours weekly.

7. Morphology and Taxonomy of the Pteridophyta, Bryophyta and Algæ.

Study of typical genera. Laboratory and field work. Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.

Open to students who have taken 3.

Three hours weekly.

9. PLANT PHYSIOLOGY.

Advanced work on the phenomena of respiration, photosynthesis, metabolism, nutrition, growth movement, irritability of plants, their reaction to changed surroundings, transformations, and modes of reproduction.

Open to Seniors.

Three hours weekly.

10. Embryology.

This course will be devoted to the study of two representative forms of vertebrate embryo, the chick and the pig. Fertilization, cleavage, and stages up to gastrulation will be studied in Ascaris.

Open to students who have completed 1.

Five hours weekly.

11. PHILOSOPHY OF NATURE.

In this course the data of science will be presented as the foundation of generalizations of theoretical interest. The theory of the cell will be studied in its relation to modern concepts of Mendelism and Eugenics. The problems of life, heredity, and evolution, the relation of body and mind, of God and the world will be considered. General Biology is advised as a pre-requisite but not required.

Open to all students in Science.

One hour weekly.

12. GENERAL PHYSIOLOGY AND HYGIENE.

An elementary course in physiology and hygiene intending to give an outline of the general principles of the normal functions of the body combined with a study of personal and domestic hygiene and sanitary science.

Open to all students.

One hour weekly.

13. MICROSCOPIC DRAWING.

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope and to accuracy of detail in representing them in pen and ink, pastel and water colors.

This course is advised to students taking 4 and 10.

HISTORY OF ART

- 1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in decoration.
- Open to Juniors and Seniors.

 One semester, one hour weekly.

 2. Historic Ornament. Origin and development of style in

Architecture. Place of Architecture in modern culture.

Open to Seniors.

One semester, one hour weekly.

3. The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

Open to all students.

One hour weekly.

- 4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance. Open to first-year students. First semester, one hour weekly.
- 5. History of Painting. Special study of the High Renaissance. Leonardo da Vinci, Michelangelo, Raphael, and Titian. Italian Sculpture. Open to first-year students. Second semester, one hour weekly.

6. Venetian and Spanish Painting. French, Flemish, Dutch, and German Schools. Pre-Raphaelitism.

First semester, one hour weekly. Open to students who have taken 4 and 5.

7. The development of Art in America. Special study of the works of the earlier painters to those of the present day. Second semester, one hour weekly.

Open to students who have completed 4 and 5.

8. Minor Arts of the Middle Ages. Special study of ivories. miniatures, enamels, stained glass, metal work, wood carving and architectural sculpture, from the decline of Roman art until the beginning of the Renaissance. Rare specimens, photographs and other reproductions are provided for study. and reference is made to pieces in museums and other collections accessible during the College year and in vacations. Open to Seniors and Graduate Students. One hour weekly.

Courses extending through four semesters present an opportunity for a student to cover a considerable part of the field of the History of Art.

While it is not absolutely essential that a student should have taken 1 and 2 in order to be admitted to 3, 4, 5 and 6, it is desirable that a sequence should be observed, and that the historical evolution of the great art epochs should be approached in such a manner as to contribute the largest educational values.

The Courses in the History of Art are given in the O'Connor Art Gallery, in the Art Reading Room, and in the Holahan Social Hall of Trinity College, where a large and valuable collection of paintings, engravings, sculpture and ceramics affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

ELOCUTION

1. Enunciation and Training of the Voice.

This course aims to develop the proper use of voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

2. Training of the Body and Voice.

This course is a continuation of Elocution 1 with more advanced work.

- 3. General Principles of Vocal Expression.
- 4. Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all students.

PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the

Director of the department.

For the sake of uniformity students are requested to secure

their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

SWIMMING-POOL

The Swimming-pool, erected in 1916 at a cost of \$25,000, is the gift of the Alumnæ of the College, and is destined to form part of the Gymnasium to be erected when funds are complete. The pool is white tile, 25 by 60 feet, with a graduated depth of 4 to 7½ feet. A patent overflow provides for the sanitation of the pool by carrying off surface water. There are adequate conveniences of marble showers and dressing-rooms, steel lockers, drying-room, manicuring and shampooing room, and a beautiful solarium for rest and recreation. An instructor is always in attendance to provide lessons in swimming and to watch the safety of those using the pool.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society,

The Dramatic Society,

The Glee Club,

The Mandolin Club,

The Current Events Club,

The Classical Club,

Le Cercle Français,

The Chemical Society, The Mathematics Circle.

The Christ Child Society.

Foreign Mission Society, and

The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

COLLEGE DISCIPLINE

The College insists on regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in College, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

The College reserves the right to exclude at any time students whose conduct or academic standing renders them undesirable members of the institution, and in such cases the fees due or which may have been paid in advance to the College will not be refunded

or remitted in whole or in part.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the Secretary informed of their addresses.

NEEDS OF THE COLLEGE

Steady improvements have been made in the building and equipment of the College since its foundation, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

An Endowment Fund.

Funds for equipment and extension of the various departments in the College.

A Science Building.

A Gymnasium Building.

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

ASSOCIATION OF THE FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday.

DEGREES CONFERRED BY TRINITY COLLEGE

BACHELOR OF ARTS

1904

Coleman, Anna Aloysius, Pelham Manor, New York.

Dooly, Margaret Louise, Salt Lake City, Utah.

Gavin, Blanche Manning, Quincy, Massachusetts.

Gray, Marion Alice, St. Louis, Missouri.

Griffin, Eleanor Patricia, New York City.

Lamb, Elizabeth Gertrude, Worcester, Massachusetts.

Linahan, Agatha Anna, New Haven, Connecticut.

McDevitt, Margaret Mary, Lancaster, Pennsylvania.

McEnelly, Katharine Mary, Hopkinton, Massachusetts.

*McGorrisk, Mary Ellen, Des Moines, Iowa.

McMahon, Florence Elizabeth,
Worcester, Massachusetts.

O'Mahoney, Helen Loretto, Lawrence, Massachusetts.

Parsons, Elsie Marie,
Philadelphia, Pennsylvania.
Rottermann, Marie Frances,
Dayton, Ohio.

*Rudge, Florence Marie, Youngstown, Ohio. Greek and Latin Group.

Greek and German Group.

Greek and Latin Group.

Greek and Latin Group.

Latin and French Group.

English and French Group.

English and French Group.

English and French Group.

Greek and Latin Group.

German and French Group.

Latin and French Group.

English and German Group.

Greek and Latin Group.

Latin and German Group.

Latin and English Group.

BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

MASTER OF ARTS

1905

McEnelly, Katharine Mary, A. B., Trinity College. Hopkinton, Massachusetts.

*Rudge, Florence Marie, A. B., Trinity College. Youngstown, Ohio. Greek and German.

Latin and English.

^{*}Deceased.

BACHELOR OF SCIENCE

1905

Grav. Marion Alice. A. B., Trinity College. St. Louis, Missouri. Chemistry and Mathematics.

BACHELOR OF ARTS

1905

Casey, Ella Josephine, B. L., Smith College.

Lee, Massachusetts. Brosseau, Marguerite Marie.

Chicago, Illinois. Burke, Anna Ellen,

Boston Massachusetts.

Doyle, Julia Mary, Chicago, Illinois.

Feenan, Mary Agnes, Salem, Massachusetts.

Haves, Miriam Barbara New York City.

Meehan, Mary Regis, Jamaica Plain, Massachusetts.

MacDonald, Jane Louise, Boston, Massachusetts.

O'Brien, Anna, Somers, Montana.

O'Crowley, Edna Madeleine, Newark, New Jersey.

O'Donoghue, Katherine, Omaha, Nebraska,

Scanlan, Helen Brendan, Pawtucket, Rhode Island.

Sullivan, Blanche Laura, Cincinnati, Ohio. English and French Group.

English and French Group

Greek and French Group.

Latin and German Group.

Latin and French Group.

Latin and French Group.

German and French Group.

Latin and German Group.

Latin and Mathematics Group.

English and German Group.

English and German Group.

Latin and German Group.

Greek and German Group.

French and Botany Group.

French and English Group.

German and Mathematics Group.

BACHELOR OF ARTS

1906

Doherty, Mary Elizabeth, Worcester, Massachusetts.

Kennedy, Mary Agnes, Charlestown, Massachusetts.

O'Neil, Sara Treanor, Sommerville, Massachusetts.

Vlymen, Josephine Mary, Hempstead, New York.

Young, Spalding, Lexington, Kentucky.

Greek and Latin Group.

Latin and English Group.

BACHELOR OF LETTERS

1906

Collins, Anna Ivan, North Adams, Massachusetts.

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BACHELOR OF ARTS

1907

Bradley, Mary Agnes,
Worcester, Massachusetts. Cummings, Margaret, Fall River, Massachusetts. Doyle, Katharine Mary, Holyoke, Massachusetts. *Eagan, Verenica, Philadelphia, Pennsylvania. Feenan, Alice Gertrude, Salem, Massachusetts. Green, Mary Joanna, Everett, Massachusetts. Higgins, Mary Isabel, Westerly, Rhode Island. Kelly, Cecilia Clare, Brooklyn, New York. Kennedy, Elizabeth Rose, Amsterdam, New York. Linehan, Helen Gertrude. Cambridge, Massachusetts. Loughran, Elizabeth Ward, Warren, Rhode Ísland. McCaffrey, Mary Cecilia, Omaha, Nebraska. McGorrisk, Susan, Des Moines, Iowa. McKenna, Mary Elizabeth, New York City. *McMahon, Blanche Gertrude. Worcester, Massachusetts.

Ryan, Alice Mary,
Brooklyn, New York.
Schofield, Helen Teresa,
Chicago, Illlinois.
St. Clair, Mary Rose,

Springfield, Massachusetts.

Newark, New Jersey.

Moore, Elizabeth Frances.

O'Crowley, Irene Mary,

St. Clair, Mary Rose, Collinsville, Connecticut. Chemistry and English Group:

Chemistry and English Group.

History and German Group.

English and French Group.

English and French Group.

English and French Group.

Latin and German Group.

Latin and French Group.

English and German Group.

English and French Group.

Greek and Latin Group.

Latin and English Group.

English and French Group.

Mathematics and Latin Group.

Botany and English Group.

Latin and English Group.

English and German Group.

Latin and English Group.

English and German Group.

Latin and English Group.

BACHELOR OF LETTERS

1907

Connors, Mary Margaret, Buffalo, New York. Fagan, Marie Alice, Pittsburgh, Pennsylvania.

^{*}Deceased.

MASTER OF ARTS

1908

McNamara, Helen Catherine, A. B., Cornell University, 1907. Binghamton, New York. Sociology and History Group.

BACHELOR OF ARTS

1908

Butler, Anna Patricia,
Cambridge, Massachusetts.

Callahan, Lilian, Albany, New York.

Callaghan, Margaret Mary, Haverhill, Massachusetts.

Connelly, Mary Mildred, Bradford, Pennsylvania.

Dansby, Ora Maria, Fort Smith, Arkansas.

Gavagan, Beatrice Antoinette, Los Angeles, California.

Holohan, Louise Catharine, Waterbury, Connecticut.

Kelly, Agatha Rose, Penn Yan, New York.

Madden, Marie Regina, Brooklyn, New York.

McQuaid, Janet Louise, Holyoke, Massachusetts.

Merkle, Elizabeth Wenis, Chillicothe, Ohio.

Simon, Marie Louise, Philadelphia, Pennsylvania.

Vlymen, Helen Teresa, Hempstead, New York. Latin and English Group.

English and French Group.

Latin and German Group.

Latin and German Group.

German and Mathematics Group.

English and French Group.

Latin and French Group.

Latin and English Group.

Latin and English Group.

English and French Group.

German and French Group.

English and German Group.

Greek and Latin Group

BACHELOR OF LETTERS

1908

Murray, Mary Katharine, Troy, New York.

BACHELOR OF ARTS

1909

Daeley, Bertha Liguori,
Devil's Lake, North Dakota.

Harrington, Constance Helen,
O'Neill, Nebraska.

O'Neill, Nebrasl Logan, Martha Teresa,

South Boston, Massachusetts.

Maher, Agnes Mary, Utica, New York. *Moynehan, Lilian Teresa,

Glens Falls, New York.

Moriarty, Mary Teresa, Springfield, Massachusetts.

Murphy, Mary Desmond, Norwich, Connecticut.

Murray, Mary Catharine, Grand Rapids, Michigan.

O'Dwyer, Mary, Texarkana, Arkansas.

Sallaway, Margaret Mary, Dorchester, Massachusetts.

Shine, Honoria Kennelly, Holyoke, Massachusetts.

Showel, Mary Cecilia, Toledo, Ohio.

Sullivan, Helen Esther, Chicago, Illinois. English and French Group.

French and Chemistry Group.

English and Chemistry Group.

Latin and English Group.

English and French Group.

English and French Group.

English and French Group.

Latin and German Group.

English and French Group.

Latin and French Group.

English and French Group.

English and Mathematics Group.

Latin and French Group.

BACHELOR OF LETTERS

1909

Flynn, Mary Storrs, Dorchester, Massachusetts.

*Hannan, Olivia Honora, Ironton, Ohio.

Kennedy, Martha Mary, Worcester, Massachusetts. Lorando, Rosario,
Washington, District of Columbia.
McGrane, Mary Elizabeth,
Cincinnati, Ohio.

Nolan, Helen Teresa, Reading, Pennsylvania.

Yund, Laura Louise, Amsterdam, New York.

^{*}Deceased.

BACHELOR OF ARTS

1910

Baillargeon, Emma Lucile, Seattle, Washington.

Barnes, Beatrice Frances, Madison, Wisconsin.

Barnes, Dorothy Mary, Madison, Wisconsin.

Brady, Agnes Constance, Fall River, Massachusetts.

Degnan, Katherine Helen, Providence, Rhode Island.

Droste, Mary Teresa, Grand Rapids, Michigan.

Finn, Rose Helene, Holyoke, Massachusetts.

Galligan, Loretta, Taunton, Massachusetts.

Hays, Jeanette, Canton, Ohio.

Kennedy, Clara Christine, Amsterdam, New York.

Larkin, Hazel Frances, Bartlesville, Oklahoma.

Lennon, Edith Marie, Lowell, Massachusetts. McKeeyer, Helen Margaret,

Hollywood, California.

McKeough, Mary Elizabeth,

Amsterdam, New York.

McNally Marie Aloysius

McNally, Marie Aloysius,
White Haven, Pennsylvania.
Meagher, Alice Elizabeth,

Pawtucket, Rhode Island.
Reavy, Lilian Monica,
Springfield, Massachusetts.

Schofield, Gertrude Margaret, Chicago, Illinois.

Strootman, Bertha Josephine, Buffalo, New York.

Walsh, Katherine Louise, Davenport, Iowa. English and French Group.

English and German Group.

English and German Group.

Latin and German Group.

Greek and Latin Group.

German and Chemistry Group.

Greek and Latin Group.

Latin and French Group.

Latin and German Group.

English and History Group.

English and History Group.

French and History Group.

English and German Group.

English and History Group.

English and Mathematics Group

Latin and Mathematics Group.

French and Chemistry Group.

English and French Group.

German and Chemistry Group.

English and French Group.

BACHELOR OF LETTERS

1910

Connolly, Gertrude Adeline, Tulsa, Oklahoma, Kerby, Mary Catherine, Washington, District of Columbia.

Sullivan, Elizabeth Louise, Bangor, Maine.

MASTER OF ARTS

1911

Reilly, Mary Louise,
A. B., Smith College, 1910.

Brockton, Massachusetts.

Philosophy and History Group.

BACHELOR OF ARTS

1911

Boughan, Amy, Chicago, Illinois.

Brownell, Rosalind,

Waterbury, Connecticut.

Callaghan, Agnes Laurentia, Haverhill, Massachusetts.

Finnegan, Agnes Marie,

New Britain, Connecticut.

Galvan, Mary Bashford,

East Greenwich, Rhode Island.

Graves, Agnes Elizabeth, Albany, New York.

Greeley, Kathleen Josephine,

Holyoke, Massachusetts.

Hanlon, Mary Elizabeth, Hillsboro, Ohio.

Harrity, Isabelle Josephine, Philadelphia, Pennsylvania.

Hennessey, Margaret Mary, Milwaukee, Wisconsin.

Herron, Ellen Alice, Auburn, New York.

Kenny, Victoria,

Scranton, Pennsylvania.

Lombard, Grace Marion, Worcester, Massachusetts.

Martin, Mary Louise, Waterbury, Connecticut.

Maxwell, Mary Margaret, Dakota City, Nebraska.

McCann, Catherine Vincentia, New York City.

McCarthy, Lucy Anne, Troy, New York.

McDonald, Edith,

Minneapolis, Minnnesota.

McLoughlin, Catharine, Worcester, Massachusetts.

MacMahon, Mary Julia, Holyoke, Massachusetts. Greek and Chemistry Group.

Latin and French Group.

Latin and Mathematics Group.

Latin and History Group.

Latin and French Group.

Latin and History Group.

Greek and Latin Group.

Latin and German Group.

English and French Group,

English and History Group.

English and German Group.

Latin and Mathematics Group.

English and German Group.

Latin and French Group.

German and French Group.

French and History Group.

Greek and Latin Group.

English and German Group.

English and History Group.

Greek and Latin Group.

O'Brien, Eleanor Cruice, St. Paul. Minnesota.

O'Neil, Patience Mary, Akron, Ohio.

Pace. Marguerite Elise. Covington, Kentucky.

Sheehan, Helena Gertrude, Buffalo, New York.

Shillow, Agnes Mary, Columbia, Pennsylvania.

Simms, Zita,

Attleboro, Massachusetts.

Sutcliffe, June Frances,
Pawtucket, Rhode Island.

Splane, Anne Mary,

Manchester, New Hampshire. Wallis, Clare Marie,

Philadelphia, Pennsylvania.

English and History Group.

Latin and French Group.

English and Latin Group.

English and Chemistry Group.

Latin and German Group.

Latin and German Group.

Latin and German Group.

English and History Group.

English and German Group.

BACHELOR OF LETTERS

1911

Byrne, Esther, Omaha, Nebraska.

Carraher, Imogene Julia, Seattle, Washington.

O'Leary, Marguerite, Richibucto, N. B.

MASTER OF ARTS

1912

Barry, Alice Ernestine, A. B., Boston University. Malden, Massachusetts. Philosophy and History Group.

BACHELOR OF ARTS

1912

Barrett, Corinne Anne. Caribou, Maine.

Boyle, Anne Margaret, Sharon, Pennsylvania.

Burns, Mary Christine, Bangor, Maine.

Finn, Katherine Agnes, Dedham, Massachusetts.

Giblin, Mary Alice, Scranton, Pennsylvania.

Haag, Florence Grandon, New York City.

Hastings, Mary Madeleine, Medford, Massachusetts. Latin and French Group.

German and Mathematics Group.

Greek and History Group.

Latin and German Group.

Latin and English Group.

Latin and French Group.

English and French Group.

Kays, Cecilia Katherine, Los Angeles, California.

Kempel, Caroline Barbara,
Akron, Ohio.

McCaffrey, Evelyn Elizabeth, Omaha, Nebraska.

*McEnelly, Mary Cecilia, Hopkinton, Massachusetts.

McFadden, Edith, Dubuque, Iowa.

McQuade, Ellen Elizabeth, Lowell, Massachusetts. McSweeney, Katherine Florentine,

Glens Falls, New York.

Mills, Florence Jane,
Fall River, Massachusetts.

Mills, Alice Elizabeth, Fall River, Massachusetts.

O'Malley, Regina Cecilia, Wilkes-Barre, Pennsylvania.

Quinlan, Lucile Anne, St. Paul, Minnesota.

Riley, Florence Marguerite, Binghamton, New York.

Schofield, Mary Love, Chicago, Illinois. *Sullivan, Julie Ellsbee,

Townsend, Mary Grace, Washington, D. C.

Vlymen, Mary Victoria, Hempstead, New York.

Walsh, Mary Regina, Roxbury, Massachusetts. Walsh, Gertrude,

Davenport, Iowa.
Whitton, Mary Gertrude,
Olean, New York.

Greek and Latin Group.

German and Mathematics Group.

English and French Group.

English and French Group.

German and History Group.

Latin and German Group.

French and History Group.

Latin and German Group.

Latin and German Group.

German and History Group.

English and French Group.

English and Chemistry Group.

English and German Group.

English and French Group.

English and History Group.

Greek and Latin Group.

English and German Group.

English and History Group.

German and History Group.

BACHELOR OF LETTERS

1912

Driscoll, Marie Monica, Reading, Pennsylvania.

Gaynor, Maude Elizabeth, Nyack, New York.

Petersen, Alma Katherine, Fairmont, Minnesota.

MASTER OF ARTS

1913

*McEnelly, Mary Cecilia,
A. B., Trinity College.
Hopkinton, Massachusetts.

Latin and German Group.

BACHELOR OF ARTS

1913

Barrett, Margaret Alice, Buffalo, New York.

Becker, Louise Lucy,
Wilkes-Barre, Pennsylvania.

Blake, Frances,

Buffalo, New York.

Bosch, Antoinette Katherine, Lake Linden, Michigan.

Cabana, Ethel Adelaide, Buffalo, New York.

Cashman, Frances Catherine, Newburyport, Massachusetts.

Carpentier, Madeleine Jeanne, Washington, D. C.

Connelly, Mary Ellen, Washington, D. C.

Connolly, Margaret Genevieve, Bradford, Pennsylvania.

Cronin, Helen Agnes, Manchester, New Hampshire.

Cummings, Mary Catherine, Fall River, Massachusetts.

Donovan, Alice Louise, Lynn, Massachusetts.

Driscoll, Blanche Katherine, Buffalo, New York.

Friel, Elizabeth Teresa, Waterville, Maine.

*Kean, Ruth Elizabeth, Manchester, New Hampshire.

McDevitt, Rita Mary, Pawtucket, Rhode Island.

Pawtucket, Rhode Island.

McNeelis, Anne Claire,

Johnstown, Pennsylvania.

McQuaid, Dorothy Cecelia, Jacksonville, Florida.

May, Mary Lucile, Superior, Wisconsin.

Moriarty, Irene Collins, Waterbury, Connecticut. English and German Group.

English and German Group.

German and Chemistry Group.

English and German Group.

English and French Group.

English and German Group.

History and French Group.

Latin and English Group.

Latin and German Group.

Latin and German Group.

English and German Group.

Latin and English Group.

English and History Group.

Latin and German Group.

Latin and German Group.

English and French Group.

English and Mathematics Group.

English and French Group.

English and History Group.

Greek and Latin Group.

^{*}Deceased.

Morrison, Erin Rose,
Prescott, Arizona.

Norman, Margaret Catherine,
Baltimore, Maryland.
O'Donnell, Margaret Mary,
Rock Island, Illinois.
Scanlon, Brighidin Trumble,
Hancock, Michigan.

Stokes, Helen Germaine, Seranton, Pennsylvania.

Sullivan, Alice Elizabeth, Lowell, Massachusetts. Latin and Mathematics Group.

English and French Group.

Latin and English Group.

English and French Group.

Greek and Latin Group.

English and Chemistry Group.

BACHELOR OF LETTERS

1913

Clarke, Florence Honora, Ortonville, Minnesota. Scanlon, Lorine Agnes, Sioux Falls, South Dakota.

MASTER OF ARTS

1914

Donovan, Alice Louise, A. B., Trinity College. Lynn, Massachusetts.

Driscoll, Blanche Katherine, A. B., Trinity College. Buffalo, New York.

McDevitt, Rita Mary,
A. B., Trinity College.
Pawtucket, Rhode Island.

Stokes, Helen Germaine,
A. B., Trinity College.
Scranton, Pennsylvania.

Latin and English Group.

Philosophy and History Group.

Philosophy and English Group.

Greek and Latin Group.

BACHELOR OF ARTS

1914

Beatty, Lilian Zita, Brooklyn, New York.

Begg, Mary Elinor,
Waterbury, Connecticut.

Boughan, Margaret, Chicago, Illinois.

Cashman, Pauline, Newburyport, Massachusetts.

Clifford, Mary Louise, Lewiston, Maine.

Conroy, Helen Mason, East Orange, New Jersey. French and History Group.

Latin and French Group.

German and French Group.

Latin and German Group.

English and French Group.

English and History Group.

Culligan, Anna Verda, St. Paul, Minnesota. Duffy. Marguerite Anne, Chateaugay, New York. Fitz-Maurice, Blanche Althea, Chicago, Illinois. Farren, Adele, Cleveland, Ohio. Flannery, Elizabeth Angela, Yonkers, New York. Gaffney, Mary Margaret, Waterbury, Connecticut. Gallagher, Margaret Mary, Washington, D. C. Geier, Rose, Helena, Montana. Haves, Mary Evangeline, Waterbury, Connecticut. Hildensperger, Marie Kathleen, Wausau, Wisconsin. Hodson, Mary Veronica, Waterbury, Connecticut. Hoey, Jennie Margarita, New York City, New York. Johnson, Mary Agnes, Kansas City, Missouri. Kelly, Alice Mae, Washington, D. C. Lennon, Mary Josephine, Pawtucket, Rhode Island. Lennox, Laura Louise, Haverhill, Massachusetts. Lynch, Marion Winnifred, Newtown, Connecticut. Lynch, Catherine Veronica, Newtown, Connecticut. Mahoney, Mary Josephine, Lowell, Massachusetts. McCaffrey, Anna May, Amsterdam, New York. McCarron, Anne Elizabeth, Maynard, Massachusetts, McCarthy, Sarah Cecilia, Troy, New York. McMahon, Maude Estelle, Worcester, Massachusetts. McSweeney, Mary Elizabeth, Glens Falls, New York. McVay, Josephine Ursula, Pawtucket, Rhode Island. Murphy, Isabelle Frances, Washington, D. C. Nugent, Josephine Pauline, Waterbury, Connecticut. Smith, Gertrude Pauline, Worcester, Massachusetts.

Latin and French Group. History and Botany Group. Greek and French Group. English and French Group. English and French Group. Latin and French Group. Latin and German Group. English and History Group. Latin and German Group. English and French Group. History and Political Economy. German and French Group. Latin and German Group. English and German Group. Latin and German Group. French and Physics Group. Latin and German Group. French and Spanish Group. English and History Group. English and Physics Group. Latin and English Group. English and French Group. Latin and History Group. Latin and German Group. German and French Group. Latin and French Group. English and Physics Group.

English and Sociology Group.

Sullivan, Julia Winifred. Fall River, Massachusetts.

Taylor, Frances Denning, Dobbs Ferry-on-Hudson, New York.

Tuite, Bertha Euphemia, Pawtucket, Rhode Island.

Walsh, Elizabeth Zoe, Mobile, Alabama,

Welch, Marion Florentia. Beverly, Massachusetts. White, Julia Clarke, Rome, New York.

Greek and Latin Group.

English and History Group.

German and French Group.

Latin and English Group.

English and French Group.

Latin and History Group.

BACHELOR OF LETTERS

1914

Collins, Margaret Mary, Washington, D. C.

MASTER OF ARTS

1915

Mahoney, Mary Josephine, A. B., Trinity College, 1914. Lowell, Massachusetts.

Walsh, Elizabeth Zoe, A. B., Trinity College, 1914. Mobile, Alabama.

French and Spanish Group.

History and English Group.

BACHELOR OF SCIENCE

1915

Fennessey, Elizabeth Mary, Boston, Massachusetts. Judge, Veronica Mary, Fall River, Massachusetts.

Mathematics and Physics Group. Mathematics and Chemistry Group.

BACHELOR OF ARTS

1915

Bragan, Irene Mildred, Acton, Massachusetts.

Clemons, Anna Sophia, Montesano, Washington. Connelly, Catharine Sheehan,

Elmira, New York.

Evans, Mary Frances, La Cross, Wisconsin.

Fallon, Mary Day,
Worcester, Massachusetts.

Feenan, Anna Margaret, Salem. Massachusetts. German and Chemistry Group.

Greek and English Group.

English and History Group.

English and French Group.

English and History Group.

Greek and Latin Group.

Gallagher, Dorothy, Kansas City, Missouri. Galligan, Mary Claire, Pueblo, Colorado. Gfroerer, Ruth Elizabeth. Chicago, Illinois. Hooley, Anne Sarachon, Nichols, Iowa. Jackson, Katharine Alice. Waterbury, Connecticut. Keenan, Addie Mary. Austin, Minnesota. Kramer, Marie Anna, Canton, Ohio. Brooklyn, New York.

Kirwin, Carolyn North, Lane, Gertrude Mary, Washington, D. C.

Lawler, Loretta Rose, Pittsburgh, Pennsylvania. Leonard, Elizabeth Anne,

Wilkes-Barre, Pennsylvania. Long, Mary Ann Louise, Boston, Massachusetts.

McArdle, Margaret Julia, Ware, Massachusetts. McCabe, Alice Loretta,

Clinton, New York. McCarthy, Catherine Louise, Danbury, Connecticut.

McCaskey, Catherine Agnes, Philadelphia, Pennsylvania.

McWeeney, Margaret Elizabeth, Providence, Rhode Island.

Maloney, Marguerite Louise, Woburn, Massachusetts. Mahony, Helen Paula,

Roxbury, Massachusetts. Moore, Helen Louise. Washington, D. C.

Murray, Helen Frances, Troy, New York.

O'Connell, Regina Josephine, Marlborough, Massachusetts.

Ryan, Marie Agnes, Philadelphia, Pennsylvania.

Smith, Eileen Katharine, Fitchburg, Massachusetts.

Walsh, Mary Dunne, Richmond, Virginia. English and History Group.

English and French Group.

Latin and German Group.

Latin and German Group.

English and French Group.

English and Biology Group.

Latin and French Group.

English and French Group.

Latin and French Group.

Latin and English Group.

Latin and German Group.

English and Philosophy Group.

Greek and Latin Group.

Latin and French Group.

English and French Group.

Latin and German Group.

Greek and Latin Group.

English and French Group.

English and Chemistry Group.

English and History Group.

German and French Group.

English and Chemistry Group

English and History Group.

German and French Group.

Latin and English Group.

BACHELOR OF LETTERS

1915

La Follette, Clara, Pullman, Washington.

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MASTER OF ARTS

1916

Fallon, Mary Day,
A. B., Trinity College, 1915.
Worcester, Massachusetts.

McCaskey, Catherine Agnes, A. B., Trinity College, 1915. Philadelphia, Pennsylvania. History and Philosophy Group.

Philosophy and Latin Group.

BACHELOR OF SCIENCE

1916

McCarthy, Mary Elizabeth,
Philadelphia, Pennsylvania.

Monahan, Winifred Ellen,
Central Falls, Rhode Island.

Mathematics and Chemistry Group.

Mathematics and Chemistry Group.

BACHELOR OF ARTS

1916

Boillin, Anne Elizabeth, Clarksville, Tennessee.

Boyle, Katherine Elizabeth, Fitchburg, Massachusetts.

Brodbine, Helen Agnes,
Beachmont, Massachusetts.

Brodbine, Anna Madeleine,

Beachmont, Massachusetts.
Brogan, Mary Christine,

Carlin, Katherine Frances,
Roxbury, Massachusetts.

Daily, Maureen Lewis, Bay City, Michigan.

FitzMaurice, Myrtle Virginia, Chicago, Illinois.

Garner, Esther Marie, Washington, D. C.

Greene, Miriam Alice, Brooklyn, New York.

Hanrahan, Florence Mary, Boston, Massachusetts.

Kelleher, Margaret Claire, Ware, Massachusetts.

Killorin, Alvera Marie, Wakefield, Massachusetts.

Lane, Margaret Mary, Washington, D. C.

Leonard, Florence Marie, Cincinnati, Ohio. English and Political Science Group.

Latin and French Group.

Spanish and English Group.

French and History Group.

English and History Group.

German and History Group.

French and Political Science Group.

History and Political Science Group.

Latin and English Group.

Latin and English Group.

Latin and History Group.

Latin and French Group.

History and Political Science Group.

History and Biology Group.

Latin and English Group.

McLachlan, Mary Lorena, Danbury, Connecticut.

McManus, Frances,
Philadelphia, Pennsylvania.

Moormann, Catherine Marie, Cincinnati, Ohio.

Morrison, Elizabeth Frances, Worcester, Massachusetts.

Murphy, Mary Rose, Buffalo, New York.

Nangle, Ruth Frances,
Brookline, Massachusetts.

Parsons, Margaret Mary,
Philadelphia, Pennsylvania.

Quinn, Ellen Vincent,
Woonsocket, Rhode Island.

Reavey, Loretto Justinian, Springfield, Massachusetts. Sharkey, Sara Veronica.

Johnstown, Pennsylvania.
Smith, Kathleen Marie,
Riverdale, Maryland.

Smith, Mary Harvey, Ferguson, Missouri.

Unruh, Marie Irma, Mobile, Alabama.

Vlymen, Felicita, Hempstead, New York.

Walsh, Helen Marie, Memphis, Tennessee.

Wimsatt, Florence Josephine, Washington, D. C. Latin and French Group.

Latin and English Group.

Latin and English Group.

German and English Group.

English and Mathematics Group.

French and Political Science Group.

Latin and English Group.

German and Physics Group.

English and Biology Group.

English and History Group.

English and Chemistry Group.

English and French Group.

English and History Group.

Latin and German Group.

History and Political Science Group.

Latin and English Group.

BACHELOR OF LETTERS

1916

McManus, Mary Frances, Concord, Massachusetts.

MASTER OF ARTS

1917

Boughan, Amy, A. B., Trinity College, 1911. Chicago, Illinois.

Boyle, Katherine Elizabeth, A. B., Trinity College, 1916. Fitchburg, Massachusetts.

Wimsatt, Florence Josephine, A. B., Trinity College, 1916. Washington, D. C. Greek and Chemistry Group.

Latin and French Group.

Latin and English Group.

BACHELOR OF SCIENCE

1917

Donohoe, Zita Louise, Columbus, Ohio. Mathematics and Physics Group.

BACHELOR OF ARTS

1917

Baker, Anna Josephine,

Worcester, Massachusetts.

Baker, Estelle Margaret, Worcester, Massachusetts.

Barry, Catherine, Chicopee, Massachusetts.

Brennan, Elizabeth,

Wilkes-Barre, Pennsylvania.

Burns, Margaret Frances (cum laude) Greek and Latin Group. North Adams, Massachusetts.

Callahan, Dorothy Louise (cum laude) English and French Group. Washington, D. C.

Canfield, Aileen,

Hancock, Michigan.

Cavey, Ruth Elizabeth, Woodstock, Maryland.

Conlin, Eleanor Miriam,

Worcester, Massachusetts.

Daly, Colette Marie,

Naugatuck, Connecticut.

Donahoe, Eleanor Claire, Middletown, Connecticut.

Enright, Marie Elizabeth,

Pittsfield, Massachusetts. Friday, Laura Marie,

Washington, D. C. Gaffney, Florence Elizabeth,

Cadillac, Michigan. Galvin, Anne Patricia.

Bedford, Massachusetts. Geier, Mary Genevieve,

Washington, D. C.

Gillon, Eileen Bernadette, Milford, Massachusetts.

Holland, Agnes Julia, Brookline, Massachusetts.

Johnson, Alice Josephine, New York City, New York.

Judge, Mary Elizabeth, Fall River, Massachusetts.

Kean, Florence Rose, Manchester, New Hampshire.

Kelly, Mabel Mary,

History and Political Science Group.

History and Political Science Group.

Greek and Latin Group.

Latin and History Group.

History and Political Science Group.

Latin and English Group.

History and Political Science Group.

English and French Group.

German and English Group.

English and French Group.

English and Political Science Group.

Latin and German Group.

Latin and History Group.

Mathematics and Chemistry Group.

German and French Group.

English and French Group.

Latin and English Group.

German and English Group.

French and History Group.

German and English Group. Great Barrington, Massachusetts.

Kimmel, Anna.

Altoona, Pennsylvania.

Lawler, Anna Marie,

Coudersport, Pennsylvania.

Loftus. Mary Frances. Lawrenceville, Illinois,

Loughran, Miriam Elizabeth.

Springfield, Illinois. McCarthy, Helen Margaret,

Lewiston, Maine. McCormick, Eleanor, Pittsfield, Massachusetts.

McFadden, Noel Marie,

Dubuque, Iowa.

McGrath, Anna Dorothy, Columbus, Ohio.

MacHale, Gertrude Kathleen (cum laude) Greek and Latin Group. Scranton, Pennsylvania.

McQuillan, Hazel St. Clair (cum laude) Latin and English Group. Cincinnati, Ohio.

Maas, Marie Genevieve, Houghton, Michigan.

Maher, Emily Katharine, Utica, New York.

Matthews, Olive Gertrude. Worcester, Massachusetts.

Murphy, Helen Shahan. Norwich, Connecticut.

Neary, Agnes Buckley (cum laude) Johnstown, Pennsylvania.

O'Malley, Marie Catherine, Barker, New York.

Pace, Anna Lee. Cincinnati, Ohio.

Power, Juliet Marie, Crafton, Pennsylvania.

Power, Katherine Agnes, Worcester, Massachusetts.

Shea, Marie Frances. South Lincoln, Massachusetts.

Staudt, Margaret Pearl (cum laude) Canton, Ohio. Sullivan, Katherine Frances (cum laude) Latin and English Group.

Washington, D. C. Sweetser, Teresa Mary (cum laude) Minneapolis, Minnesota.

Welch, Louise Loretta. Beverly, Massachusetts. Latin and German Group.

German and Mathematics Group.

English and Political Science Group.

Latin and English Group.

English and History Group.

Latin and English Group.

History and Political Science Group.

French and Political Science Group.

English and Political Science Group.

Mathematics and Political Science Group.

English and French Group.

French and Mathematics Group.

Latin and English Group.

Mathematics and History Group.

English and Chemistry Group.

English and Mathematics Group.

English and History Group.

Latin and English Group.

English and Chemistry Group.

History and Political Science Group.

English and Political Science Group.

MASTER OF ARTS

1918

Loughran, Miriam Elizabeth, A. B., Trinity College, 1917. Springfield, Massachusetts.

Latin and English Group.

BACHELOR OF ARTS

1918

Latin and French Group.

French and History Group.

Beauton, Rita Mary,

Bride, Helen Mary,

Flynn, Helen Margaret,

Goebel, Mary Ursula,

Gallagher, Annabel Marie,

Pittsfield. Massachusetts.

Brooklyn, New York.

Marietta, Ohio.

Grothaus, Loretta Alice (cum laude)
Richmond, Indiana.

Hackemeier, Edna Marie (cum laude)

St. Louis, Missouri.

Grady, Catherine Rose, Waterbury, Connecticut.

New Haven, Connecticut.

Lawrence, Massachusetts.

Brooks, Eileen Marie, English and French Group. Poughkeepsie, New York. Burch, Florence Rosalia. Mathematics and Political Science Group. Knoxville, Pennsylvania. Burke, Angela Louise, Springfield, Massachusetts. Latin and German Group. English and History Group. Bushong, Mary Theresa, Brooklyn, New York. Caverly, Mary Adelaide, English and Political Science Group. New York City, New York. Connell, Philomene Marie, English and French Group. La Grange, Illinois. Daly, Margery, History and Political Science Group. Ogdensburg, New York. French and Chemistry Group. Davey, Margaret Frances, Beverly, Massachusetts. Desmond, Ellen Gertrude. English and Chemistry Group. Somerville, Massachusetts. Dillon, Frances Norton, English and German Group. Houghton, Michigan. Dillon, Frances Winifred, English and German Group. Lowell, Massachusetts. French and Political Science Group. Donohoe, Eileen, Missoula, Montana, English and French Group. Dougherty, Margaret Ruth, Beaver, Pennsylvania. Downing, Eleanor Theresa (magna cum laude) English and History Group. New York City, New York. Eagan, Kathleen Regina, Latin and English Group. New York City, New York. English and Political Science Group. Eckel, Florence Maryann, Niagara Falls, New York. English and History Group. English, Anna Josephine, Butte, Montana. Felix, Gladys Marie, English and History Group. Pittsburgh, Pennsylvania.

English and History Group.

Latin and French Group.

Latin and French Group.

Latin and English Group.

English and French Group.

History and Political Science Group.

English and History Group. Harahan, Susannah Margaret, Brooklyn, New York. French and History Group. Jackson, Cecilia Elizabeth, Waterbury, Connecticut. French and Political Science Group. Keeler, Mary Gertrude, Pittsburgh, Pennsylvania. Keller, Virginia Alma, Brooklyn, New York. French and Mathematics Group. Keller, Marie Louise, Brooklyn, New York. History and Political Science Group. English and Political Science Group. Langton, Mary Isabel, Shenandoah, Pennsylvania. Leonard, Alice Catherine. History and Biology Group. Wilkes-Barre, Pennsylvania. English and French Group. Long, Marion Hallinan, New Britain, Connecticut. English and French Group. McCabe, Mary Williams, Superior, Wisconsin. English and History Group. McMahon, Mary Anna, Brookline, Massachusetts. Magee, Christine Elizabeth. English and French Group. Hastings-on-Hudson, New York. Latin and English Group. Mangan, Grace Anastasia (cum laude) Pawtucket, Rhode Island. Martin, Florence Steele (cum laude) English and German Group. Asheville, North Carolina. Moore, Pauline Elizabeth. English and Political Science Group. Newport, Rhode Island. Neary, Vivien Marie, French and History Group. Naugatuck, Connecticut. French and Political Science Group. O'Brien, Marian Claire, Pittsburgh, Pennsylvania. O'Shea, Marie Elizabeth, History and Physics Group. Fort Smith, Arkansas. Peterson, Frances Crowe. English and Biology Group. Litchfield, Minnesota. Reardon, Loretta Mabel, History and Biology Group. Holyoke, Massachusetts. Riordan, Mary Helen,

French and History Group. Washington, D. C. Scanlan, Marie Rita, English and French Group. Wave Crest, Far Rockaway, New York.

Sullivan, Alice Louise, Greek and Mathematics Group. Newport, Rhode Island.

Sullivan, Rowena Hope, La Riverdale-on-Hudson, New York. Latin and French Group.

Waters, Margery Helena, History and Political Science Group. Philadelphia, Pennsylvania.

Welch, Marie DeLanev. History and German Group. Litchfield, Minnesota.

ENROLMENT OF STUDENTS

1918-1919

GRADUATE STUDENTS

Augier, Germaine,
A. B., University of Montpellier, 1917.

Carney, Aileen,
A. B., Grinnell College, 1918.

Paris, France.

Grinnell, Iowa.

SENIOR CLASS

Acerboni, Alexandrine, Burns, Alice Ruth, Bowen, Frances, Bowler, Katherine, Byrne, Marguerite Josephine, Byrne, Marie Kathryn, Cain, Isabelle Bingham, Callahan, Margaret Gertrude, Cashen, Jennie, Cooney, Irene Hazel, Crowe, Leonie Elizabeth. Curtis, Constance Lucy, De Barber, Angela Camilla, De Barber, Catherine Teresa, de Pasquale, Consuelo Inez, Dillon, Mary Elizabeth, Donahoe, Anna Ella, Donahoe, Marguerite Hart, Donahoe, Una Carine, Dougherty, Marie, Dore, Bernadette Lidwine, Farrell, Josephine, Figueira, Mary Agnes, Fitz Gerald, Elizabeth Barnett, Fogarty, Catherine Isabel, Greene, Dorothea, Griffin, Madeleine, Harrigan, Elizabeth Mary, Haves, Irene Elizabeth,

Middletown, Conn. Watertown, N. Y. New York City. Holyoke, Mass. Spokane, Wash. Spokane, Wash. Washington, D. C. Washington, D. C. New Rochelle, N. Y. New Haven, Conn. New Britain, Conn. Point Pleasant, N. J. Altoona, Pa. Altoona, Pa. New York City, N. Y. New York City, N. Y. Middletown, Conn. Baltic, Conn. Baltic, Conn. Beaver, Pa. Washington, D. C. Hutchinson, Kas. Brooklyn, N. Y. Peabody, Mass. Springfield, Ill. Brooklyn, N. Y. Woodstock, Canada. Lowell, Mass. Granville, N. Y.

Hartman, Mary Margaret, Herbers, Marguerite Louise, Himstedt, Margaret Heller, Hodson, Esther Armella, Jones, Mary Elizabeth, Kelly, Isabel Marie, Kelly, Margaret, Klappert, Irene, von Kokeritz, Elizabeth Augusta, Lane, Mary Agnes, Lang, Margaret Madeleine, Lavden, Helen, Lee, Irene, Lennox, Esther Marguerite, Lillis, Mary, McCarthy, Anita, McCarty, Florence Marie, McTighe, Irma Elizabeth, Martin, Katherine Mary, Murphy, Leone Anna, Murphy, Florence Roma, O'Brien, Dorothy, O'Donnell, Marie Thecla, O'Donnell, Teresa Regina, O'Toole, Julia Cecilia, de Percin, Marie, Ryan, Anna Marie, Shanahan, Helen, Shannon, Alma Louise, Shannon, Marion Elizabeth, Sheehan, Margaret Mary, Sullivan, Mary Margaret, Tracey, Kathleen Agnes, Voorhees, Grace Agnes, Waldron, Josephine Ellen, Welch, Gertrude Abigail, Wyman, Frances Dix,

Pittsburgh, Pa. Memphis, Tenn. Little Rock, Ark. Waterbury, Conn. Tyrone, Penna. Buffalo, N. Y. Sapulpa, Okla, Brooklyn, N. Y. Mt. Vernon, N. Y. Washington, D. C. Chicago, Ill. Pawlet, Vt. North East, Penna. Haverhill, Mass. Marblehead, Mass. Wallace, Idaho. Fitchburg, Mass. Binghamton, N. Y. Newport, R. I. Blue Earth, Minn. Brookline, Mass. Pittsburgh, Penna. Brooklyn, N. Y. Providence, R. I. Gary, W. Va. La Rochelle, France. Leechburg, Penna. Lima, Ohio. Yonkers, N. Y. Yonkers, N. Y. Manchester, N. H. Dorchester, Mass. Norwalk, Conn. Washington, D. C. Greenburg, Penna. Boston, Mass.

JUNIOR CLASS

Barrett, Dorothy, Beatty, Loretto Cecilia, Blake, Ella Amanda, Bowler, Irene Claire, Burke, Frances Rita, Cleveland, Ohio. Brooklyn, N. Y. New York City, N. Y. Holyoke, Mass. Springfield, Mass.

Boise, Idaho.

Butler, Margaret Verlun, Buttimer, Katherine, Carbery, Helen Berenice, Carev. Kathleen Cecelia. Casey, Marian Eugenia, Casley, Dorothy Beatrice, Comba, Mary Annunciata, Convery, Marion Elizabeth, Convey, Beatrice Agnes, Curtis, Hester Balch, Cowles, Catherine Esther, Dean, Genevieve Marie, Duncan, Margaret Leona, Duncan, Mary Claire, Flanigan, Kathleen Martha, Gaffney, Mary Cecile, Gallagher, Winifred Agnes, Gallivan, Elizabeth Constance, Geier, Frances Margaret. Haugh, Veronica Edna, Healey, Margaret Mary, Hennessey, Esther, Hopkins, Marion, Horan, Isabelle Miriam, Horan, Mildred Margaret, Judge, Anna Catherine, Keeley, Madelyne Catherine, Kelley, Mary Frances, Kelly, Margaret Ruth, Keves, Louise Loughborough, Kramer, Magdalen Emma, Loughran, Jane, Lyons, Ruth Eleanor, McBride, Margaret Mary, McCabe, Catherine Colette, McCarthy, Catherine Constance, McCormick, Elizabeth, McDonald, Eileen Josephine, McGady, Blanid Geraldine, McGuire, Mary Frances, Makens, Adelaide, Manion, Catherine Madeline, Marshall, Jean, Mulligan, Alice Morris, Naumann, Dorothy Ridder,

Wallingford, Conn Hingham, Mass. Scarsdale, N. Y. Waterbury, Conn. Scranton, Penna. Washington, D. C. Milford, Mass. Worcester, Mass. Middletown, Conn. Point Pleasant, N. J. Washington, D. C. Tipton, Iowa. Washington, D. C. Washington, D. C. Newark, Ohio. Cadillac, Mich. Birmingham, Ala. Providence, R. I. Washington, D. C. Olean, N. Y. New York City, N. Y. Roxbury, Mass. Pittsburgh, Penna. Denver, Colo. Bridgeport, Conn. Portland, Maine. Waterbury, Conn. Fall River, Mass. Scranton, Penna. Tuxedo Park, N. Y. Canton, Ohio. Warren, R. I. Arlington, Mass. Great Falls, Mont. Clinton, N. Y. Ridley Park, Penna. Pittsfield, Mass. Waterbury, Conn. Worcester, Mass. New Rochelle, N. Y. Aberdeen, S. Dak. St. Louis, Mo. Fall River, Mass. Wilkes-Barre, Penna. New York City, N. Y

O'Donnell, Inez Barbara,
Oakley, Marjorie Lee,
Phelan, Josephine,
Phelan, Mercedes Mary,
Robider, Josephine,
Russell, Ellen Josephine,
Ryan, Bernadette,
Shugrue, Grace,
Sikorsky, Lucy Mina,
Slavin, Helen Marie,
Somers, Marion Clare,
Spahn, Irene,
Sullivan, Elizabeth Mary,

Pittsburgh, Pa.
Washington, D. C.
Rawlins, Wyom.
Washington, D. C.
Montreal, Canada.
Washington, D. C.
Peoria, Ill.
Worcester, Mass.
Plaistow, N. H.
Waterbury, Conn.
Jersey City, N. J.
Dubuque, Iowa.
New York City, N. Y.

SOPHOMORE CLASS

Bacon, Helen. Barry, Alice Louise, Barney, Margaret Mary, Boillin, Margaret, Brady, Mary Isabel, Brady, Katherine Elizabeth, Brennan, Mary Rose, Brennan, Mary Rose, Campbell, Eleanor Dean, Carberry, Mildred Evelyn, Cassidy, Caroline Lucy, Conroy, Emma Rebecca, Cray, Catherine Lynch, Creamer, Pauline Genevieve, Crotty, Margaret Natalia, Day, Mary Sylvia, Delaney, Catherine, Desmond, Margaret Mary, Devitt, Ellen Margaret. Dickason, Lyria Marie, Du Brul, Anna Marguerite, Dusseldorf, Dorothy Marion, Flynn, Gladys Mary, Guffanti, Madeleine, Harahan, Catherine Agatha, Hartman, Agnes Marie, Hogan, Charlotte Armine, Hodson, Ella Mary,

Washington, D. C. Peabody, Mass. Watertown, N. Y. Clarksville, Tenn. Washington, D. C. Ellsworth, Maine. Chicago, Illinois. Waterbury, Conn. Somerville, Mass. Brooklyn, N. Y. Concord, N. H. East Orange, N. J. Uniontown, Penna. Fall River, Mass. Roxbury, Mass. South Boston, Mass. Naugatuck, Conn. Boston, Mass. Cleveland, Ohio. Shreveport, La. Cincinnati, Ohio. Brooklyn, N. Y. Minneapolis, Minn. Brooklyn, N. Y. Brooklyn, N. Y. Pittsburgh, Penna. Columbus, Ohio. Waterbury, Conn.

Hughes, Margaret Mary, Jackson, Helen Louise, Keleher, Mary Armstrong, Kelly, Helen Marie, Kevin, Kathleen Frances, Koehne, Dorothy Mary, Kroutil, Bernice, Lenahan, Margaret, Maher, Margaret Isabel, Mallon, Mary Patricia, Manning, Catherine Lois, Moloney, Marie, Moore, Kathleen Marie, Moormann, Rose Marie, Morris, Hilda, Murphy, Ruth Mary, Murphy, Josephine Rosemary, Murray, Laura Frances, McCarthy, Cecile Elizabeth, McCarthy, Frances Prout, McCarty, Louise Ellen, McCormick, Katherine, McKenna, Louise Hickey, McLachlan, Isabel, MacMaster, Adelyne Mary, McNulty, Mary Zook, McQuade, Margaret Genevieve, Neary, Nora Margaret, Newell, Margaret Stephany, O'Brien, Rosetta Eleanor, O'Connor, Helen Agnes, O'Shea, Dorothy Lenore, Pamintuan, Paz, Powers, Janet Lucia, Rieckelman, Irene, Samels, Clare, Shannon, Helen Marie, Shannon, Mabel Rockwell, Sheehan, Bernadette, Sheehan, Nora, Skahan, Mary Gertrude, Skahan, Ruth Kathryn, Smith, Mary Armella, Smith, Mary Antoinette,

Washington, D. C. Waterbury, Conn. Bethel, Vt. Harrisburg, Penna. Brooklyn, N. Y. Newport, R. I. Yukon, Okla. Wilkes-Barre, Penna. Pittsburgh, Penna. Sharon Hill, Penna. Watertown, Mass. St. Louis, Mo. Peabody, Mass. Cincinnati, Ohio. Wilkes-Barre, Penna. Denver, Colo. Green Bay, Wis. Minneapolis, Minn. New York City, N. Y. Lewiston, Maine. Fitchburg, Mass. Pittsfield, Mass. Lowell, Mass. Danbury, Conn. Dallas, Texas. Philadelphia, Penna. Pittsburgh, Penna. Johnstown, Penna. Baltimore, Md. Waterbury, Conn. Lawrence, 'Mass. Cambridge, Mass. Washington, D. C. Cleveland, Ohio. Cincinnati, Ohio. Minneapolis, Minn. Ridgewood, N. J. Ridgewood, N. J. Washington, D. C. Washington, D. C. Belmont, Mass. Belmont, Mass. Waterbury, Conn. Chicago, Ill.

Thomas, Mary,
Travers, Augusta,
Vail, Mary Elizabeth,
Viano, Gertrude Anna,
Walsh, Katherine Cranitch,
Walsh, Margaret Mary,
Waterworth, Margaret,
Wickham, Catherine Ida,
Wright, Pauline Genevieve,

Rio Vista, Va.
Great Neck, Long Island.
New Rochelle, N. Y.
Arlington, Mass.
Haverhill, Mass.
Willoughby, Ohio.
Clearfield, Penna.
Eau Claire, Wis.
Worcester, Mass.

FRESHMAN CLASS

Ambrose, Philomene Florence, Bagley, Bernadette Genevieve, Bennis, Dorothy Callista, Boyle, Mary Catherine, Brock, Ruth Gertrude, Burns, Sarah Pauline, Caplis, Hallie Mae, Casev. Gertrude. Casey, Mary Pauline, Connelly, Angela Elizabeth, Corbett, Rose Lillian, Costelloe, Marie Annora, Coughlan, Mary Russell, Cross, Margaret Mary, Crowley, Martha Teresa, Cummings, Frances Mary, Daly, Grace, Davey, Florence Brown, De Barber, Rose Cecelia, Dimond. Ruth Elizabeth, Duffy, Margaret Mary, Duggan, Cornelia A., Dwyer, Edna, Dwyer, Mary Catherine. Epply, Ruth Marie, Faulkner, Frances Marie, Felix, Romaine Anne. Ferguson, Kathryn Frances, Fischer, Marie Magdalen, Fitzgerald, Aileen Elizabeth, Flaherty, Margaret Cragin, Flynn, Dorothy Madeline,

Logan, Ohio. Mt. Jewett, Penna. Punxsutawney, Penna. Johnstown, Penna. Cleveland, Ohio, Binghamton, N. Y. Elm Grove, La. Yonkers, N. Y. Scranton, Penna. Bradford, Penna. Columbus, Ohio. Saginaw, Mich. Abington, Mass. Osterville, Mass. Bristol, Conn. Fall River, Mass. Waterbury, Conn. Beverly, Mass. Altoona, Penna. South Norwalk, Conn. Corry, Penna. Towanda, Penna. Providence, R. I., Rochester, N. Y. Erie, Penna. Pittsfield, Mass. Pittsburgh, Penna. Montclair, N. J. Evansville, Indiana. Washington, D. C. Portland, Maine. Fall River, Mass.

Gallagher, Mary, Gardner, Mary Isabel, Gauthier, Catherine, Griffin, Grace, Hartman, Rosalia Marie, Healey, Hester Veronica, Herbert, Barbara Elizabeth, Horan, Ruth Burnett, Hugentugler, Mary Terese, Kelley, Mary Gertrude, Kunkel, Martha Louise, Leonard, Josephine Frances, Levendecker, Ruth Harriet, Link, Vesta, Lussier, Helen Lucille, Lyon, Josephine Florence, McDermott, Grace Wilhelmina, McLarney, Alice Mary, McLeavy, Ellen Julia, McNamara, Mabel Alice, McPhillips, Marie, Meyers, Mary Barbara, Monahan, Eleanor Ursula, Manganaro, Lillian Blanche, Mullen, Kathryn, O'Connell, Jessie Margaret, O'Neill, Regina Bernadette, O'Reilly, Marie, O'Toole, Mary, Price, Winifred Mary, Quinn, Marjorie Josita, Rank, Loretta Margaretha, Roach, Denise Michaela, Rodgers, Florence Veronica, Roe, Emily, Russell, Henriette Marie, Ryan, Ellen, Scanlan, Mary Catherine, Schanauer, Marion Louise, Shanahan, Kathryn, Shaw, Genevieve Julia, Sheppard, Barbara, Sheridan, Catherine Agnes, Simpson, Florence Virginia,

Washington, D. C. Barberton, Ohio. Buffalo, N. Y. Washington, D. C. Buffalo, N. Y. New York City, N. Y. Columbia, Penna. Brookline, Mass. Columbus, Ohio. Providence, R. I. Cincinnati, Ohio. Wilkes-Barre, Penna. New York City, N. Y. Billings, Mont. Brooklyn, N. Y. Cleveland, Ohio. Pawtucket, R. I. New York City, N. Y. Punxsutawney, Penna. Bridgeport, Conn. Mobile, Ala. Belvidere, Ill. Charlestown, Mass. Waterbury, Conn. Bangor, Maine. Worcester, Mass. Chicago, Ill. Cleveland, Ohio. Jersey City, N. J. East Orange, N. J. Delaware Water Gap, Penna. Moline, Ill. Washington, D. C. Olean, N. Y. Mobile, Ala. Erie, Penna. Emery, S. Dak. Germantown, Penna. Chicago, Ill. Lima, Ohio. Dorchester, Mass. Mobile, Ala. New York City, N. Y. Wheaton, Ill.

Skahan, Eleanor Purcell, Smith, Ellen, Somers, Helen Marie, Spence, Helen Carolyn, Stinson, Grace Lillian, Sullivan, Catherine Linus, Taylor, Alethe Marie, Thomas, Julia Saunders, Toole, Mary Josephine, Tracy, Margaret Patricia, Wittman, Evelyn Marie, Zenger, Lydia, Belmont, Mass.
Chicago, Ill.
Worcester, Mass.
Rockland, Mass.
Ferguson, Mo.
Fall River, Mass.
Mt. Pleasant, Mich.
Rio Vista, Va.
Pawtucket, R. I.
Rochester, N. Y.
Erie, Penna.
Buffalo, N. Y.



PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published bi-monthly by the students of the College.

THE TRINILOGUE, published annually by the Senior Class. Price, \$3.00 per copy.

A VIEW BOOK containing pictures of the College and the campus. Price, 30 cents.



T733H 1920/21 RINITY COLLEGE

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



Trinity College is conducted by the SISTERS OF NOTRE DAME OF NAMUR.

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "TRINITY COLLEGE, WASHINGTON, D. C.

The degrees conferred by Trinity College are registered "in full" by the UNIVERSITY OF THE STATE OF NEW YORK.

LEGAL FORM OF BEQUEST: I give, devise and bequeath to Trinity College, Washington, D.C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.





TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



Note.—The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country.

DEPARTMENT OF THE INTERIOR BUREAU OF EDUCATION WASHINGTON

March 30, 1914.

Sister Catherine Aloysius,

President of Trinity College,

Washington, D. C.

DEAR MADAM:

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,

P. P. CLAXTON,

Commissioner.

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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College telephone is North 2970. The Students' telephones are North 2367 and North 3951.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Trinity College, Washington, D. C. It should be prepaid.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1920

SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
JANUARY	FEBRUARY	MARCH	APRIL
18 19 20 21 22 23 24	15 16 17 18 19 20 21	21 22 23 24 25 26 27	18 19 20 21 22 23 24
MAY	JUNE	JULY	AUGUST
16 17 18 19 20 21 22	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	18 19 20 21 22 23 24	22 23 24 25 26 27 28
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
19 20 21 22 23 24 25	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	14 15 16 17 18 19 20 21 22 23 24 25 26 27	19 20 21 22 23 24 25

1921

JANUARY	FEBRUARY	MARCH	APRIL
16 17 18 19 20 21 22 23 24 25 26 27 28 29	I 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	20 21 22 23 24 25 26 27 28 29 30 31	17 18 19 20 21 22 23
MAY	JUNE	JULY	AUGUST
22 23 24 25 26 27 28 29 30 31		17 18 19 20 21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	18 19 20 21 22 23 24

ACADEMIC CALENDAR

1920

Christmas Vacation ends. Mid-vear Examinations begin, Mid-year Examinations end. Spiritual Retreat for the Students. Second Semester begins. Easter Vacation begins. Easter Vacation ends. Founders' Day, Ascension Day, Entrance Examinations at Centres begin. Entrance Examinations at Centres end. Final Examinations begin. Final Examinations end, Baccalaureate Sermon. Commencement Exercises. Entrance Examinations at the College begin, Registration of Students, College Exercises begin. Thanksgiving Day, Christmas Vacation begins 6 P. M.,

Saturday, Jan. 3. Friday, Jan. 16. Monday, Jan. 26. Tuesday, Jan. 27. Monday, Feb. 2. Wednesday, March 31. Monday, April 5. Saturday, May 1. Thursday, May 13. Monday, May 24. Saturday, May 29. Tuesday, May 25. Tuesday, June 8. Sunday, June 6. Thursday, June 10. Friday, Sept. 17. Tuesday, Sept. 21. Wednesday, Sept. 22. Thursday, Nov. 25. Thursday, Dec. 16.

1921

Christmas Vacation ends,
Mid-year Examinations begin,
Mid-year Examinations end,
Spiritual Retreat for the Students,
Second Semester begins,
Easter Vacation begins 6 P. M.,
Easter Vacation ends 6 P. M.,
Founders' Day,
Ascension Day,
Entrance Examinations at Centres begin,
Entrance Examinations at Centres end,
Final Examinations begin,
Final Examinations end,
Baccalaureate Sermon,
Commencement Exercises,

Tuesday, Jan. 4.
Friday, Jan. 14.
Monday, Jan. 24.
Tuesday, Jan. 25.
Monday, Jan. 31.
Tuesday, March 22.
Tuesday, March 29.
Monday, May 2.
Thursday, May 5.
Monday, May 30.
Saturday, June 4.
Tuesday May 24.
Tuesday, June 7.
Sunday, June 5.
Thursday, June 9.

THE COURSES OF STUDY IN THE COLLEGE ARE CONDUCTED BY THE FOLLOWING PROFESSORS

- VERY REVEREND EDWARD A. PACE, Ph.D., S.T.D., LL.D. Psychology, Ethics.
- REVEREND WILLIAM J. KERBY, S.T.L., LL.D. Sociology.
- VERY REVEREND THOMAS E. SHIELDS, Ph.D., LL.D.

 Education (Science and Art of Study, Philosophy, Psychology, Methods).
- VERY REVEREND CHARLES F. AIKEN, S.T.D. Apologetics.
- REVEREND CHARLES A. DUBRAY, S.M., Ph.D.
 Introduction to Philosophy, and General Psychology.
- REVEREND NICHOLAS A. WEBER, S.M., S.T.D. History.
- REVEREND PATRICK J. McCORMICK, S.T.L., Ph.D. History of Education.
- REVEREND JOHN A. RYAN, S.T.D. Political Science.
- REVEREND THOMAS V. MOORE, C.S.P., Ph.D., M.D. Clinical and Experimental Psychology.
- RT. REV. MGR. FILIPPO BERNARDINI, D. D. Italian.

REV. JOHN O'GRADY, A. M., Ph.D. Applied Sociology.

SEÑORA RITA LEZCA DE RUIZ. Spanish.

MLLE. GERMAINE AUGIER, A.M. French.

MISS REBECCA SHANLEY. English.

MISS ELEANOR T. DOWNING, A.B., A.M. Social Agencies.

MISS ELSIE KERNAN.
Elocution and Gymnastics.

MISS CAMILLE DESIO.
Physical Training.

MADAME MARIE VON UNSCHULD. Supervisor of Music.

With thirty Sisters of Notre Dame in the departments of Religion, Sacred Scripture, Greek, Latin, German, French, Spanish, English, Logic, Philosophy, Psychology, Church History, History, Economics, Mathematics, Physics, Chemistry, Biology, Botany, Hygiene, History of Art, Music, and Art. All the Sisters have college degrees, and have had special training in the work of the departments in which they teach.

THE ADVISORY BOARD

HIS EMINENCE JAMES CARDINAL GIBBONS

ARCHBISHOP OF BALTIMORE

President ex-officio

MEMBERS ex-officio

THE RIGHT REVEREND RECTOR OF THE CATHOLIC UNIVERSITY

THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY

THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME

THE PRESIDENT OF THE COLLEGE

THE SECRETARY OF THE COLLEGE

THE TREASURER OF THE COLLEGE

THE DEAN OF THE COLLEGE FACULTY

THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS

MEMBERS ELECTED BY THE TRUSTEES OF THE COLLEGE

THE RIGHT REVEREND THOMAS J. SHAHAN, D.D.,

THE RIGHT REVEREND WILLIAM TURNER, D.D.,

THE RIGHT REVEREND DANIEL FEEHAN, D.D.

THE VERY REVEREND EDWARD A. PACE, Ph.D.,

MRS. ARTHUR AMBERG,

HON. CHARLES J. BONAPARTE,

MRS. THOMAS H. CARTER,

MR. WILLIAM P. DEMPSEY,

MISS ELLA LORAINE DORSEY,

MRS. MAURICE FRANCIS EGAN,

Mrs. Lawrence V. Grogan.

MARY O'MALLEY, M.D.

DANIEL W. SHEA, Ph.D.,

WALTER GEORGE SMITH, LL.D.,

Washington, D. C.

Buffalo, N. Y.

Fall River, Mass.

Washington, D. C.

Upper Montclair, N. J.

Baltimore, Md.

Helena, Mont.

Pawtucket, R. I.

Washington, D. C.

Philadelphia, Pa.

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The Board is organized as the Auxiliary Board of Regents of Trinity College and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

Constitution, Art. 1

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CENTRES OF INFORMATION

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TRINITY COLLEGE

Location.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

FOUNDATION AND PURPOSE.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for "a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning." The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view:

the true scholar, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the true woman, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

The Library.—The College Library now contains about 26,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

The O'Connor Art Gallery.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

The Holahan Social Hall contains many precious and rare pictures, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced, as well as in the elementary courses, offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at others rich in economic, scientific, and historic interest, e. g., the Treasury Department, the Patent Office, the Coast and Geodetic Survey, the Geological Survey, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery and National Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

Scope of the College.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington. Graduates are eligible for membership in the Association of Collegiate Alumnae.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students and undergraduate students.

Graduate Students are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

ADMISSION

METHODS OF ADMISSION

There are two methods of admission to Trinity College.

- I. OLD PLAN.—Under this plan a candidate must present at entrance 15½ units in prescribed subjects obtained in one of the following ways:
 - 1. From examinations taken at Trinity College.
- 2. From examinations conducted by the College Entrance Examination Board.
- 3. From Catholic University Examinations given to affiliated schools.
 - 4. From Regents' Examinations of the State of New York.
- II. NEW PLAN.—The examinations required in this plan are of the type known as comprehensive examinations offered by the College Entrance Board.

The new method depends on two kinds of evidence:

- 1. Evidence submitted by the school, consisting of
 - a. A school report covering the entire record of subjects and grades for four years.
 - b. A statement from the school principal including an estimate of the applicant's scholarly interests, special ability, and character.

2. Evidence submitted by the candidate, consisting of

Four comprehensive examinations, selected from each of the following groups:

- (1) English or History, selected by the applicant.
- (2) A foreign language, selected by the applicant.
- (3) Mathematics, or Chemistry, or Physics, selected by the applicant.
- (4) A fourth subject, designated by the applicant from the subjects which may be offered for admission. This choice must be approved by the Committee on Admission of the respective colleges.

 These four examinations must be taken at one time.

At least two examinations must cover more than two admission units* each.

In each subject chosen the comprehensive examination covering all the units offered by her for admission must be taken by the applicant.

It is desirable that applicants furnish school records and state the subjects selected for examination before February fifteenth of the year in which the examinations are to be taken. Candidates may apply for admission, however, at any time prior to the September examinations.

The Committee on Admission of the individual college must give its permission, based upon the evidence submitted by the school, before the applicant may take the examinations.

Under the new plan the candidate, if admitted to college, will be admitted free from all conditions. Failure to meet completely the standard in both kinds of evidence required will not necessarily involve rejection of the applicant; the Committee may accept unusual excellence in one part of the credentials submitted as offsetting unsatisfactory evidence or even failure in another part. If the candidate fails of admission in June she will not be debarred from taking examinations under the old system in September, but

Note.—A unit as defined by the College Entrance Examination Board represents a year's study in any subject in a secondary school, constituting approximately a quarter of a year's work.

she may not take the comprehensive examinations for admission under the new plan before June of the following year.

It is believed that this new type of admission combines the best elements of the present certificate system and of the examination system in that it requires the school record and estimate of character, and also demands examinations designed to test the candidate's intellectual power, not alone her memory of prescribed facts. Furthermore, the method offers the applicant the fullest opportunity to show her ability in subjects in which she believes herself best qualified.

This plan substitutes a uniform method of admission in place of the various certificate forms now used by many colleges and gives the school entire freedom in the sequence of its work, making no requirement of certain subjects in the last years.

DESCRIPTION OF COMPREHENSIVE EXAMINATIONS.*

ENGLISH

The purpose of this examination will be to test the ability of the candidate to define clearly in writing ideas gained both from books and from the life around her, and to read with accuracy and appreciation literature as varied in subject-matter and form as that listed under "Uniform Entrance Requirements in English." Accuracy in the technique of writing will be insisted upon, but no paper will be considered satisfactory which does not show, in addition to this accuracy, that the student is able to think for herself and to apply what she has learned to the solution of unexpected problems. Although knowledge of the subject-matter of the particular books prescribed in the "Uniform Entrance Requirements in English," is not necessary, yet the requisite ability can not be gained without a systematic and progressive study of good literature.

^{*}Defined by the College Entrance Examination Board. 1919.

The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons

each week, extending through two, three, or four years.

The paper will include passages of Latin prose and verse of varying degrees of difficulty to be translated at sight, and passages for Latin composition of varying degrees of difficulty. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as questions on the subject-matter, literary and historical, connected with the authors usually read in schools.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study; but a candidate who has studied Latin four years may not select the more elementary parts of the paper. The proper parts will be indicated on the

examination papers.

GREEK

The examination will be adapted to the proficiency of those who have studied Greek in a systematic school course of five exer-

cises a week, extending through two or three school years.

The paper will include passages of simple Attic prose and of Homer to be translated at sight, and questions, based upon these passages, to afford the candidate means of showing her mastery of the ordinary forms, constructions, and idioms of the language. The paper will also include passages in English to be turned into Greek, and questions on prosody, on the Homeric poems, and on Homeric life.

FRENCH

The examination will be adapted to the proficiency of those who have studied French in school for two, three, or four years. The paper will include passages of French prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into French, and questions on grammar. Opportunity will be given to those who have had special training in French to show their ability to express themselves in that language.

GERMAN

The examination will be adapted to the proficiency of those who have studied German in school for two, three, or four years.

The paper will include passages of German prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into German, and questions on grammar. Opportunity will be given to those who have had special training in German to show their ability to express themselves in that language.

SPANISH

The examination will be adapted to the proficiency of those who have studied Spanish in school for two, three, or four years. The paper will include passages of Spanish prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into Spanish, and questions on grammar. Opportunity will be given to those who have had special training in Spanish to show their ability to express themselves in that language.

MATHEMATICS

The examination will be adapted to the proficiency of those who have had not less than the usual school course in Elementary Mathematics, comprising Algebra through quadratics and Plane Geometry, and will also provide the means by which those who have extended their study to one or more branches of Advanced Mathematics, namely, Solid Geometry, Logarithms and Trigonometry, and Advanced Algebra, may exhibit their proficiency in any or all of these branches of Mathematics. There will be two papers, one for those who have had no instruction beyond Elementary Mathematics, and one for those whose instruction has gone farther. Every candidate who has received instruction beyond Elementary Mathematics will be expected to take the paper containing questions on Advanced Mathematics, and to devote at least half her time to those questions which are based on the advanced Mathematics she has studied

HISTORY

The paper will consist of five divisions made up of questions on Ancient History, Medieval and Modern History, Modern European History (including English History from 1760), English History, and American History (including Civil Government). The questions on each division will be partly prescribed and partly optional.

If the candidate has studied but one of the divisions, she will be expected to answer the prescribed questions on that division, one of them being a map question. She should spend about two hours on these prescribed questions and should devote the remaining hour to the optional questions on the same division. If, on the other hand, the candidate has studied two or more of these divisions, she will be expected to answer, in addition to the prescribed questions on one of these divisions, questions on such other divisions as she may have studied.

In reading the papers, account will be taken of the year of the school program in which the subject has been studied. As further evidence of the candidate's proficiency, note-books may be sub-

mitted.

CHEMISTRY*

The examination will be adapted to the proficiency of those who have received systematic instruction in the principles of Chemistry and their application in a school course in which laboratory experiments are performed by the pupil. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer, and will require the recognition of the phenomena and of the laws that are of general significance, and the illustration of such phenomena and laws by well-chosen examples. It will include not only questions on the chemistry of laboratory practice, but also, in an elementary fashion, questions on the chemistry of the household and of industry.

PHYSICS*

The examination will be adapted to the proficiency of those who have had such a course of school training in the elementary facts and principles of Physics as is described in the detailed definition of Physics. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

BOTANY*

The examination will be adapted to the proficiency of those who have had such a course of school training in the elementary facts and principles of Botany as is described in the detailed definition of Botany. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

^{*}Science note-books may be submitted with a laboratory certificate endorsed by the teacher.

ENTRANCE REQUIREMENTS

FOR THE DEGREES OF BACHELOR OF ARTS (A.B.)

Prescribed

English	3 units
Latin	4 units
Major Language	3 units
(Greek, French,	German or
Spanish)	
History	1 unit
Mathematics	$2\frac{1}{2}$ units

Electives

Two units must be chosen from the following subjects:

Minor Language 2 (Not offered for Major	
guage) History2	units
Solid Geometry	unit
Physics 1 Chemistry 1	unit
Botany 1 Zoölogy 1	unit
$\begin{array}{ccc} \text{Music} & & & 1 \\ \text{Total} & & & 15\frac{1}{2} \end{array}$	units units

BACHELOR OF LETTERS (B. Litt.)

Prescribed

English3	units
History1	unit
Major Language3	units
(Latin, Greek, French, Ge	rman
or Spanish)	
Minor Language2	units
Latin must be either the I	Major
or Minor Language.	

Electives

6½ units must be chosen from the following subjects:

Major Language3	units
Minor Language2	units
History3	units
Algebra	units
Plane Geometry1	unit
Physics	unit
Chemistry1	unit
Botany	unit
Zoölogy1	unit
Music1	
Total15½	units

BACHELOR OF SCIENCE (B. S.)

Prescribed

English3	units
Latin2	units
French3	units
German3	units
History1	unit
Algebra—2d year1	
Plane Geometry1	
Solid Geometry	

Electives

One unit must be chosen from the following subjects:

Trigonometry ¹ / ₂	unit
Physics1	unit
Chemistry1	unit
General Biology1	unit
Botany1	unit
Zoölogy1	unit
Total15 $\frac{1}{2}$	units

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

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BOARD EXAMINATION	EXAMINATION
BOARD EXAMINATION Subjects English, a and b	
One subject from group I or two subjects from Group II:	Two units to be chosen from the following:
Group I: Greek, a (i and ii), b, f, and g French, a German, a	The Minor Requirement in one of the languages not offered for major standing (Greek, or French, or Ger- man, or Spanish, or Italian)2
Group II: History, a, or b, or c, or d (not offered above) Physics Chemistry Botany Zoölogy Music	or one unit in two of the following subjects:

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects, according to the Old Plan, are divided into two groups as follows:

Preliminaries:

English 1—Grammar and Composition.

French minor except Prose Composition and the use of the spoken language.

German minor except Prose Composition and the use of the

spoken language.

Greek minor except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

Finals:

English 2—Reading and Study, including Composition.

French major requirement, the Prose Composition and use of the spoken language of the major requirement.

German major requirement, the Prose Composition and the use

of the spoken language of the major requirement.

Greek major, the Prose Composition of the major requirement.

History, second point. Latin Prose Composition.

Algebra, Botany, Chemistry, Physics, and Music.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken

during the last year. Candidates are advised to take English Composition and Algebra in the last year.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

- 1. The requirements for admission to the freshman class.
- 2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
- 3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies, but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

GENERAL REGULATIONS

At the beginning of the year, or as early as possible, before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1920 the entrance examinations will be held May 24 to May 29 and September 19 to September 23. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, fifty cents should be forwarded.

By special arrangement entrance examinations may be taken in May at one of the Examination Centres. The September examinations must be taken at the College. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

EXAMINATION CENTRES

The Visitation Academy,

St. Joseph's Academy,

Miss Nardin's Academy,

St. Peter's Academy,

The Academy of Notre Dame,

The Academy of Notre Dame,

The Academy of Notre Dame,

St. John's School,

Academy of the Faithful Companions of Jesus,

Mount St. Mary's Academy,

St. Joseph's Academy,

St. Teresa's School,

St. Mary's Academy,

Notre Dame Academy,

The Academy of Notre Dame,

The Academy of Our Lady of Mercy,

St. Joseph's Academy,

Mount Aloysius Academy,

Mount St. Mary's Seminary,

St. Mary's Academy,

The Academy of Notre Dame,

The Academy of Notre Dame,

The Ursuline Academy,

Brooklyn, N. Y., Second Ave. and 91st St.

Brentwood, L. I., St. Joseph's-in-the-Pines.

Buffalo, N. Y., Cleveland Ave.

Rome, N. Y.

Boston, Mass., The Fenway.

Roxbury, Mass., Washington St.

Lowell, Mass., Adams St.

Worcester, Mass., Vernon St.

Fitchburg, Mass.

Hookset Heights, N. H.

Deering, Maine.

Providence, R. I., Pope St.

New Haven, Conn., Orange St.

Waterbury, Conn.

Philadelphia, Pa., W. Rittenhouse Sq.

Pittsburgh, Pa., Fifth Ave.

Greensburg, Pa., Seton Hill.

Cresson, Pa.

Scranton, Pa., Adams Ave.

Wilkes-Barre, Pa.

Cincinnati, Ohio, Sixth St.

Cincinnati, Ohio, East Walnut Hills.

Cleveland, Ohio, Willson & Scoville Aves.

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St. Joseph's Academy, Columbus, Ohio, Rich Street.

Mount DeSales Academy, Macon, Ga.

Nazareth Academy, Nazareth, Ky.

The Loretto Academy, Montgomery, Ala.

St. Xavier's Academy, Chicago, Ill., 4928 Evans Ave.

Academy of Our Lady of the

Sacred Heart, Peoria, Ill., Madison Ave. and Bryan St.

Villa de Chantal, Rock Island, Ill.

The Academy of the Visitation, St. Louis, Mo., Cabanne Place.

Mount St. Mary's Academy, Leavenworth, Kas.

Mount Carmel Academy, Wichita, Kas.

The Academy of the Visitation, St. Paul, Minn., University St.

Immaculate Conception

Academy, Davenport, Iowa.

The Academy of the Visitation, Dubuque, Iowa, Alta Vista St.

St. Joseph's Academy, Des Moines, Iowa.

St. Mary's Academy, Monroe, Mich.

Sacred Heart Academy, Grand Rapids, Mich.

Central High School, Yankton, S. Dak.

The Loretto Academy, Denver, Colo., Loretto Heights.

The Loretto Academy, Santa Fé, N. M.

The College of Notre Dame, San José, Calif., Santa Clara St.

The College of Notre Dame, San Francisco, Calif., Mission Dolores.

Immaculate Heart College, Hollywood, Calif.

The Mother-House Congregation Notre Dame, Montreal, Quebec.

SCHEDULE OF EXAMINATIONS MAY AND SEPTEMBER, 1920

Monday, May 24.

9 A. M.-1 P. M.

Friday, Sept. 17.

English A. Grammar and Composition—two hours. English B. Reading and Study—two hours.

Comprehensive English—three hours.

2 P. M --- 6 P. M.

History, Ancient-two hours.

History, Medieval and Modern-two hours.

History, Modern European-two hours.

History, English-two hours.

History, American-two hours.

History, American and Civil Government—two hours.

Comprehensive History—three hours.

Tuesday, May 25.

9 A. M.—1 P. M.

Saturday, Sept. 18.

French A. Elementary, First and Second Years—two hours. French B, Intermediary, Third Year—two hours.

French B C, Intermediate and advanced, Third and Fourth Years—two hours.

Spanish Elementary, First and Second Years—two hours.

Comprehensive French—three hours.

2 P. M.-6 P. M.

Mathematics A, Elementary Algebra Complete—three hours.

Mathematics A1, Algebra to Quadratics—two hours.

Mathematics A2, Quadratics and Beyond—two hours.

Comprehensive Mathematics—three hours.

Wednesday, May 26. 9 A. M.-1 P. M.

Monday, Sept. 20.

Latin 1. Grammar—one hour.

Latin 2, Elementary Prose Composition-one hour.

Latin 3, Cicero and Sight Translation of Prose—two hours.

2 P. M.-6 P. M.

Latin 4, Vergil and Sight Translation of Poetry—two hours. Latin 6, Advanced Prose Composition—one hour. Comprehensive Latin—three hours.

Thursday, May 27.

9 A. M.—1 P. M.

Tuesday, Sept. 21.

German, Elementary, First and Second Years—two hours.

German, Intermediate, Third Year—two hours.

German, Intermediate and Advanced, Third and Fourth Years-two

Comprehensive German—three hours.

Wednesday Sept. 22.

4 P. M.

Biology—two hours. Botany—two hours. Chemistry—two hours. Zoölogy—two hours.

Comprehensive Chemistry—three hours.

Friday May 28. Tuesday, Sept. 21. 9 A. M.—1 P. M.

1 P. M.

Mathematics B, Advanced Algebra—two hours. Mathematics C, Plane Geometry—two hours. Mathematics D, Solid Geometry—two hours. Mathematics E, Plane Trigonometry-two hours.

2 P. M.-6 P. M.

Greek A1, Grammar—one hour. Greek A2, Elementary Composition—one hour. Greek B, Xenophon's Anabasis—two hours.

Greek C, Sight Translation—two hours.

Greek D. Homer's Iliad—two hours.

Comprehensive Greek—three hours.

Saturday, May 29. Saturday, Sept. 25.

9 A. M.—1 P. M.

Physics—two hours.

Comprehensive Physics—three hours. Comprehensive Spanish—three hours.

DEFINITION OF REQUIREMENTS

REQUIREMENT, 1920-1922

The study of English in school has two main objects, which should be considered of equal importance: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation, and the development of the habit of reading good literature with enjoyment.

Grammar and Composition

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature

The second object is sought by means of the reading and study of a number of books from which may be framed a progressive course in literature. The student should be trained in reading aloud and should be encouraged to commit to memory notable passages both in verse and prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts of the lives of the authors whose works she reads and with their place in literary history. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

A few of these books should be read with special care, greater stress being laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions.

EXAMINATION, 1920-1922

Candidates will have the option of taking either of two examinations: (1) Comprehensive; (2) Restricted. The comprehensive examination is described on page 22. The following statements apply to the restricted examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

Grammar and Composition

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, and those good usages of modern English which one should know in distinction from current errors. The main test in composition will consist of one or more essays developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selections. She will not be expected to write more than four hundred words an hour.

Literature

The examination will include:

A. Questions designed to test such knowledge and appreciation of literature as may be gained by an intelligent reading of the books given in list A below.

B. A test on the books in List B below. This will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

Division of Examination

When parts A and B of the examination are taken at different times, each will include a test in grammar and composition.

LIST OF BOOKS, 1920-1922

A. BOOKS FOR READING

The books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except that for any book in Group I a book from any other may be substituted.

GROUP I-CLASSICS IN TRANSLATION

The Old Testament, at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The Odyssey, with the omission, if desired, of Books I-V, XV, and XVI.

The Eneid.

The Odyssey and the Æneid should be in English translations of recognized literary excellence.

GROUP II.-DRAMA

Shakespeare: Merchant of Venice, As You Like It, Julius Cæsar.

GROUP III-PROSE FICTION

Dickens: A Tale of Two Cities.

George Eliot: Silas Marner. Scott: Quentin Durward.

Hawthorne: The House of the Seven Gables.

GROUP IV-ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: The Sir Roger de Coverley Papers.

Irving: The Sketch Book—selections covering about 175 pages.

Macaulay: Lord Clive.

Parkman: The Oregon Trail.

GROUP V-POETRY

Tennyson: The Coming of Arthur, Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur.

Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus"—, Instans Tyrannus.

Scott: The Lady of the Lake.

Coleridge: The Ancient Mariner, and Arnold: Sohrab and Rustum.

B. BOOKS FOR STUDY

The books provided for study are arranged in four groups, from each of which one selection is to be made.

GROUP I-DRAMA

Shakespeare: Macbeth or Hamlet.

GROUP II-POETRY

Milton: L'Allegro, Il Penseroso, Comus.

Book IV of Palgrave's Golden Treasury (First Series), with special attention to Wordsworth, Keats, and Shelley.

GROUP III-ORATORY

Burke: Speech on Conciliation with America.

Washington's Farewell Address, Webster's First Bunker Hill Oration, and Lincoln's Gettysburg Address.

GROUP IV-ESSAYS

Macaulay: Life of Johnson.

Carlyle: Essay on Burns, with a brief selection from Burns's Poems.

HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814).

One unit.

Medlæval and Modern European History from the death of Charlemagne to the present time.

One unit.

ENGLISH HISTORY.

One unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT.

One unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

LATIN (4)

I. Amount and Range of the Reading Required.

- (1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, Gallic War, I-IV; Cicero, the oration against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.
- (2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics and Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. Scope of the Examination.

- (1) Translation at Sight.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.
- (2) Prescribed Reading.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Eneid I, II, and either IV or VI, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.
- (3) Grammar and Composition.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each

word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin she is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As an assignment of values, 1, 2, 3, and 4 are counted as one unit each; the total requirements to be counted as four units.

- Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- 2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- Cicero (orations for the Manilian Law and for Archias) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
- 4. Vergil (Æneid, I, II, and either IV or VI, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
- 5. Advanced Prose Composition (for advanced standing).

GREEK (2 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's Anabasis.

XENOPHON.

The first four books of the Anabasis.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the

order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's Le Roi des Montagnes, Bruno's Le Tour de la France, Daudet's easier short tales, La Bédolière's La Mere Michel et son chat, Erkmann-Chatrain's stories, Foa's Contes biographiques and Le Petit Robinson de Paris, Foncin's Le pays de France, Labiche and Martin's La Poudre aux yeux and Le Voyage de M. Perrichon, Legouvé and Labiche's La Cigale chez les fourmis, Malot's Sans famille, Mariet's La Tâche du petit Pierre, extracts from Michelet Sarcey's Le Siège de Paris, Verne's Stories.

Major Requirement (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's Le Gendre de M. Poirier, Béranger's poems, Corneille's Le Cid and Horace, Coppée's poems,

Daudet's La Belle Nivernaise, La Brète's Mon Oncle et mon Curé, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's L'Avare and Le Bourgeois Gentilhomme, Racine's Athalie, Andromaque and Esther, Sandeau's Mademoiselle de la Seiglière, Scribe's plays, Thierry's Récits des temps mérovingiens, Thier's L'expédition de Bonaparte en Egypte, Vigny's La Canne de jonc.

GERMAN (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

The Work to be Done.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's Märchen and Bilderbuch ohne Bilder; Arnold's Fritz auf Ferien; Baumbach's Die Nonna and Der Schwiegersohn; Gerstäcker's Germelshausen; Heyse's L'Arrabbiata, Das Mädchen von Treppi and Anfang und Ende; Hillern's Höher als die Kirche; Jensen's Die braune Erica; Leander's Träumereien and Kleine Geschichten; Seidel's Märchen; Stökl's Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's Der zerbrochene Krug.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's Der Prozess, Der Weiberfeind, and Günstige Vorzeichen; Elz's Er ist nicht eifersüchtig; Wichert's An der Majorsecke; Wilhelmi's Einer muss heiraten. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's Märchen, or Bilderbuch, or Leander's Träumereien, to the extent of, say, forty pages. After that such a story as Das kalte Herz, or Der zerbrochene Krug; then Höher als die Kirche, or Immensee; next a good story by Heyse, Baumbach, or Seidel; lastly Der Prozess.

MAJOR REQUIREMENT (3)

The Aim of the Instruction.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes, with special reference to the infinitive and subjunctive, and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Eschenbach's Die Freiherren von Gemperlein; Freytag's Die Journalisten and Bilder aus der deutschen

Vergangenheit—for example, Karl der Grosse, Aus den Kreuzzügen, Aus dem Staat Friedrichs des Grossen; Fouqué's Undine; Gerstäcker's Irrfahrten; Hauff's Lichtenstein; Heine's poems; Hoffman's Historische Erzählungen; Lessing's Minna von Barnhelm; Meyer's Gustav Adolphs Page; Moser's Der Bibliothekar; Mosher's Wilkommen in Deutschland; Riehl's Novellen—for example, Burg Neideck, Der Fluch der Schönheit, Der stumme Ratsherr, Das Spielmannskind; Rosegger's Waldheimat; Schiller's Der Neffe als Onkel; Der Geisterseher, Das Lied von der Glocke, Balladen; Thiergen's Am deutschen Herde; Uhland's poems; Wildenbruch's Das edle Blut.

SPANISH (2)

THE AIM OF THE INSTRUCTION.—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

THE WORK TO BE DONE.—During the first year the work should comprise (1) careful drill in pronunciation, (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful, thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A selection of easy short stories and lyrics, carefully graded: Perez Escrich, Fortuna; Ramos Carrion and Vital Aza, Zaragüeta; Palacio Valdés, Jose; Pedro de Alarcon, El Capitán Veneno; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's History of Spanish Literature.

ITALIAN (2)

The Aim of the Instruction.—At the end of the course the pupil should be able to pronounce Italian accurately, to read at sight easy Italian prose, to put into Italian simple English sentences taken from the language of every-day life, or based upon a portion of the Italian texts read, and to answer correctly questions on the rudiments of the grammar, as defined below.

The Work to be Done.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; (3) abundant exercises illustrating the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Italian of easy variations of the sentences read; (5) writing Italian from dictation.

During the second year the work should comprise: (1) the reading from 250 to 400 pages of modern prose from different authors and of easy poetry; (2) practice in translating Italian into English, and English variations of the text into Italian; (3) continued study of the elements of grammar and of syntax; mastery of all but the rare irregular verb forms and of the simpler uses of the moods and tenses; (5) writing Italian from dictation.

Suitable texts for the second year are: De Amicis, Cuore; and selections from Manzoni's Promessi Sposi.

MATHEMATICS (2½)

ALGEBRA

i. Algebra to Quadratics.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the *n*th term and the sum of the terms of arithmetic and geometric progressions, with applications.

PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures, the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for two and a half years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

PHYSICS* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

- 1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
- 2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
- 3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of,

^{*}The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

and as a part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY* (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

- 1. Individual laboratory work, comprising at least forty exercises.
- Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
- 3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, lead, tin, iron, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur dioxide, sulphuric acid, hydrogen sulphide, sodium hydroxide, ammonium hydroxide.

^{*}The requirement in chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles' laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

- 1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
- Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
- 3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

^{*}For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—The General Principles of Plant Anatomy and Morphology.—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (e. g. Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Lillaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, Selaginella, a fern, a moss (Polytrichum or Funaria), a leafy hepatic, Marchantia, a mildew (Microsphaera), an agaric, Vaucheria, spirogyra, and a photophyte (Sphaerella).

Physiology.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

Ecology.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

ZOÖLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC

ENTRANCE REQUIREMENTS

A. THEORY.

The examination will consist:

- Of a written test in theory and will be adapted to the proficiency of those who have had one year's systematic training with one lesson a week of an hour's duration or its equivalent. The candidate should have acquired a knowledge of the rudiments of music scales, intervals and staff notation, including the terms and expression marks in common use.
- 2. Of a test in musical dictation of intervals and simple melodies.

B. PIANO.

The examination in this subject will consist of a test in scale playing: in octaves, third, sixth, tenth and in contrary motion. (The correct playing as to tone and evenness of the scale will be considered more than speed.) The applicant, further, must have acquired a knowledge of playing pieces, equivalent to the grade of Beethoven Op. 2, No. 1; Mozart, Fantasie, and Sonata C minor; Bach, the two-part Invention; Chopin, easier Preludes and Valses; Schumann, "Arabesques," "The Evening," and "Novelette" Eminor; McDowell, "Woodland Sketches"; Rubinstein, "Romance" E flat; etc. The applicant also has to prove her ability to play at sight compositions in the grade of the easier Mozart Overtures.

EXPENSES

The charge for tuition for one year to all students is	150	00
The charge for board and residence for one year varies from		
According to the size and situation of the room occupied by the student	600	
Board in the Christmas vacation is charged extra per week	10	00
Dinner and luncheon to non-resident students for one year.	100	00
For chemicals and breakage in the laboratories.	15	00
Laboratory Fee for Experimental Psychology	15	00
Drawing or Painting for special students in art for one year	100	00
Drawing or Painting for students in the regular college course	50	00
Piano lessons and daily use of instrument for one year	120	00
Organ lessons and daily use of instrument for one year	100	00
Fee for the degree of Bachelor of Arts	15	00
Fee for the degree of Master of Arts	25	00
Certificate Fee	5	00
Library Fee per semester	. 5	00
Elocution per semester.	70	00
Gymnasium Fee per semester	2	00
Use of Natatorium per semester	5	00
*Lessons in Swimming per semester	10	00

One-half of the annual fee for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.

Payments must be made before a student can take her place in the class-room.

^{*}Required of all first-year students.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be held as security for damage to rooms, fittings or furniture, or for any indebtedness during the College course. If no indebtedness occur it will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room at any time during the year is required to pay an extra fee of ten dollars for the privilege of moving.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

The degree will not be granted to any student unless her College bills are paid before the examinations preceding Commencement.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence at the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to a graduate of the Academy of Notre Dame, Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open for competition in May, 1921, to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia; subject temporarily to nomination of Trinity College.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island; open to students who are residents of Rhode Island.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarships, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents; open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912 by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

A Tuition Scholarship for Blind Students, founded in 1915; open to candidates throughout the United States. Competitive examinations will be held May, 1921. The successful candidate must obtain an average of, at least, 80 in competition.

The James F. Walsh Tuition Scholarship, founded in 1916 by Mrs. James F. Walsh, in memory of her husband.

The Maria Sullivan Harrigan Scholarship, founded in 1919 by Mr. George M. Harrigan of Lowell, in memory of his wife; open to students who are residents of Lowell, Massachusetts.

An endowment of twelve thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of six thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin and English, which are prescribed studies, with electives from the following: Greek, German, French, Spanish, Italian, English Literature, Mathematics, History, History of Art, Elocution, and Music.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the general course, the prescribed studies of the group, and free electives.

Examinations in Course.—Two examinations, the mid-year and the final, are held in the classes every year.

Six weeks' continuous absence debars a student from all semester examinations. Absences in any course equivalent to one-third of the lessons will debar a student from examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent. A passing mark must be attained on all examinations in major subjects; and the average for each semester in these courses must be at least 75 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95–100 per cent; B, 85–95 per cent; C. 75–85 per cent; and D, 65–75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

Students must attain grade C in their major subjects, and in one-half the courses in each semester, before they will be recommended for a degree.

REQUIREMENTS FOR DEGREES

BACHELOR OF ARTS (A.B.)

First Year	Second Year	Third Year	Fourth Year
Philosophy	English (2) 2 Majors (6) Science (4) Philosophy (2) Scripture (1)	2 Majors	Philosophy (3) Church History (1) Amer. History (2) Religion (1) Electives (8)

BACHELOR OF LETTERS* (B. Litt.)

First Year	Second Year	Third Year	Fourth Year
Philosophy	Mod. Languages (6)	Mod. Languages. (3) Philosophy. (2) Church History. (1) Religion. (1)	Unit English

BACHELOR OF SCIENCE (B. S.)

First Year	Second Year	Third Year	Fourth Year
Mathematics (3) Science (4) Scripture (1)	Mod. Languages (3) Majors (7 or 8) Philosophy (1) Religion	Majors	Units Majors

^{*}Two years of college work in French and German or Spanish are required.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.). Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: WITH DISTINCTION (cum laude); WITH HIGH DISTINCTION (magna cum laude); WITH HIGHEST

DISTINCTION (Summa cum laude).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) or Master of Science (M. S.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of

their ability to carry on the work for the Master's degree.

Students who have received the Master's degree from Trinity College, or any other college of satisfactory standing may complete their studies at Trinity for the degree of Ph. D. This graduate work is done under the direction of Professors of the University who are on the Faculty of Trinity, and the degree is conferred by the Catholic University.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June. Detailed information in regard to graduate work may be

obtained from the Secretary of the College.

GROUPS

The courses of instruction offered by the College are arranged in eight groups, each of which receives its name from the two principal subjects: e. g., the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow.

GREEK AND LATIN

SOPHOMORE YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

LATIN.

PHILOSOPHY.

SCIENCE.

PSYCHOLOGY.

Electives:

German. French. Spanish. Italian.

Mathematics. History.

ENGLISH

Economics. Sociology. History of Art.

JUNIOR YEAR

RELIGION.

GREEK.

PHILOSOPHY.

LATIN.

PSYCHOLOGY.

ELECTIVES:

CHURCH HISTORY.

German. French. Spanish. Italian. History. Mathematics.

Economics.

ENGLISH.

Science. Education. Sociology. History of Art.

SENIOR YEAR

RELIGION.

GREEK.

CHURCH HISTORY.

LATIN.

PHILOSOPHY.

ELECTIVES:

PSYCHOLOGY.

German. French. Italian. English. Spanish. Science. Mathematics. History.

Economics.

Philosophy. Education. Sociology. History of Art.

HISTORY.

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LATIN AND GERMAN

SOPHOMORE YEAR

RELIGION. LATIN.

GERMAN. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

ELECTIVES:

PSYCHOLOGY. Greek. French. Spanish. Italian.

Mathematics. History. Economics.

Sociology. History of Art. ENGLISH.

JUNIOR YEAR

RELIGION. LATIN.

CHURCH HISTORY. GERMAN.

PHILOSOPHY. ELECTIVES:

Greek. French. Spanish, Italian. Science. History. Mathematics. PSYCHOLOGY.

Education. Economics.

Sociology. History of Art. ENGLISH.

SENIOR YEAR

RELIGION. LATIN.

GERMAN. CHURCH HISTORY.

ELECTIVES: PHILOSOPHY.

Greek. French. Italian. Spanish. English. Science. Mathematics. History. PSYCHOLOGY.

Economics.

Philosophy. Education. Sociology. History of Art. HISTORY.

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LATIN AND FRENCH

SOPHOMORE YEAR

RELIGION. LATIN.

FRENCH. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

Greek. German. Spanish. Italian. Mathematics. History. PSYCHOLOGY.

JUNIOR YEAR

ELECTIVES:

Economics. Sociology. History of Art. ENGLISH.

RELIGION. LATIN.

PHILOSOPHY. FRENCH.

PSYCHOLOGY. ELECTIVES:

Greek. German. Spanish. Italian. History. Mathematics.

CHURCH HISTORY.

Economics.

Science. Education. Sociology. History of Art.

ENGLISH.

SENIOR YEAR

LATIN. RELIGION.

FRENCH. CHURCH HISTORY.

Electives: PHILOSOPHY.

Greek. German. Italian. Spanish. English. Science. PSYCHOLOGY. Mathematics. History.

Economics.

Philosophy. Education. Sociology. History of Art.

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HISTORY.

LATIN AND ENGLISH

SOPHOMORE YEAR

LATIN RELIGION.

ENGLISH.

SACRED SCRIPTURE. Rhetoric and Composition. Literature.

Philosophy.

PHILOSOPHY. Electives:

Greek. German. French. Italian. Spanish. Economics. PSYCHOLOGY.

Sociology.
History. Mathematics.

History of Art. SCIENCE.

JUNIOR YEAR

LATIN. RELIGION.

ENGLISH.

Rhetoric and Composition.

Literature. PHILOSOPHY. Philology.

Electives:

Greek. German. French. PSYCHOLOGY.

Italian. Spanish.
History. Mathematics. Science.

Education. Economics.

Sociology. CHURCH HISTORY. History of Art.

SENIOR YEAR

ENGLISH.

RELIGION. LATIN.

CHURCH HISTORY.

Electives:

Greek. German. French. PHILOSOPHY. Italian. Spanish. Science. Mathematics. History.

Economics. PSYCHOLOGY. Philosophy. Education.

Sociology. HISTORY. History of Art.

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GERMAN AND FRENCH

SOPHOMORE YEAR

RELIGION. GERMAN.

FRENCH. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

ELECTIVES:

Greek. Latin. Spanish. Italian. Mathematics. History. PSYCHOLOGY.

Economics.

ENGLISH. Sociology. History of Art.

JUNIOR YEAR

GERMAN. RELIGION.

PHILOSOPHY. FRENCH.

CHURCH HISTORY. Electives:

Greek. Latin. Spanish. Italian. History. Mathematics. PSYCHOLOGY.

Science. Education. Economics Sociology. History of Art. ENGLISH.

SENIOR YEAR

GERMAN. RELIGION.

FRENCH. CHURCH HISTORY.

ELECTIVES: PHILOSOPHY.

Greek. Latin. Italian. Spanish. English. Science.

Mathematics. History. PSYCHOLOGY.

Economics.

Philosophy. Education.

Sociology. History of Art. HISTORY.

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ENGLISH AND GERMAN

SOPHOMORE YEAR

RELIGION.

ENGLISH.

Rhetoric and Composition.

SACRED SCRIPTURE.

Literature. Philology.

GERMAN

PHILOSOPHY.

ELECTIVES:

PSYCHOLOGY.

Greek. Latin. French. Italian. Spanish. Mathematics. History.

Economics.

SCIENCE.

Sociology. History of Art.

JUNIOR YEAR

RELIGION.

ENGLISH.

Rhetoric and Composition.

Literature. Philology.

PHILOSOPHY.

GERMAN. Electives:

PSYCHOLOGY.

Greek. Latin. French. Italian. Spanish.

CHURCH HISTORY.

Mathematics. History. Science. Economics. Sociology. Education. History of Art.

SENIOR YEAR

RELIGION.

ENGLISH.

CHURCH HISTORY.

GERMAN.

PHILOSOPHY.

Electives:

Greek. Latin. French. Italian. Spanish. Science. Mathematics. History.

Economics. PSYCHOLOGY.

Philosophy. Education.

Sociology. History of Art. HISTORY.

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ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION. ENGLISH.

SACRED SCRIPTURE.

Rhetoric and Composition.

Literature. Philology.

FRENCH.

PHILOSOPHY. Electives:

Greek. Latin. German. PSYCHOLOGY. Italian. Spanish. History.

Economics.

Mathematics. Sociology. SCIENCE.

History of Art.

JUNIOR YEAR

ENGLISH. RELIGION.

Rhetoric and Composition.

Literature. Philology.

PHILOSOPHY. FRENCH.

ELECTIVES:

PSYCHOLOGY. Greek. Latin. German.

Italian. Spanish. Mathematics. History.

Science. Economics. Sociology. Education. History of Art.

CHURCH HISTORY.

SENIOR YEAR

ENGLISH. RELIGION.

FRENCH. CHURCH HISTORY.

ELECTIVES:

Greek. Latin. German. Italian. Spanish. Science. Mathematics. History. PHILOSOPHY.

Economics. PSYCHOLOGY.

Philosophy. Education.

Sociology. HISTORY. History of Art.

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HISTORY AND THE SOCIAL SCIENCES

SOPHOMORE YEAR

HISTORY. RELIGION.

Modern History.

SACRED SCRIPTURE.

SOCIAL SCIENCE. Elements of Sociology.

PHILOSOPHY.

ELECTIVES:

History of Art.

PSYCHOLOGY.

Elements of Economics. Greek, Latin, German, French, Italian, Spanish, Mathematics,

ENGLISH.

SCIENCE.

JUNIOR YEAR

RELIGION.

HISTORY.

American Political History.

PHILOSOPHY.

SOCIAL SCIENCE.

ELECTIVES:

CHURCH HISTORY.

Comparative Study of Modern Governments.

Irish History. English History. Economics.

PSYCHOLOGY.

History of Art. Greek. Latin. German. French. Spanish. Italian. Science.

ENGLISH.

Education.

RELIGION.

SENIOR YEAR HISTORY.

American Constitutional History.

SOCIAL SCIENCE.

CHURCH HISTORY.

Comparative Study of Modern Govern-

ments.

ELECTIVES:

History of XIX Century. Contemporary History.

PHILOSOPHY.

Economics. Sociology.

Greek. Latin. German. French. Spanish. Italian. English.

Philosophy. Education. History of Art.

PSYCHOLOGY.

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COURSES OF STUDY

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths.

- 1. Apologetics.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
- God and Man.—The Unity and Trinity of God. Creation.
 Original Sin. The Incarnation. The Redemption. The
 Mother of God.
- 3. Sanctification.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
- 4. Religious Law and Sanction.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's Handbook of Religion and Schand's Christian Apology are recommended for collateral reading.

SACRED SCRIPTURE

1. General Introduction to the Old Testament; Number and Classification of the books. The Hebrew Bible: Greek. Latin, and English Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books. Prescribed for Freshmen.

One hour weekly.

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels; His miracles. prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

One hour weekly.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense: to enable the student to be self-helping, that she may judge correctly what is false, misleading, or imperfect in historical literature, to acquaint her with all that pertains to the nature, whereabouts. use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems, and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition, and services of Christian women as exemplified in the history of Catholicism.

- 1 a. The Church in the Graeco-Roman World. (A. D. 29-476) The foundation of the Christian religion, the spirit of the Church; the constitution of the Church, the sufferings of the early church; the Christian writings of the first three centuries. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the transition from imperial to barbarian society.
 - b. The Church in the Middle Ages. (A. D. 476-1303) The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms. The empire of Charlemagne and the temporal power of the Pope; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations.
 - c. (A. D. 1303-1517) The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism.
- 2 a. (A. D. 1517–1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
 - b. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
 - c. (1789–1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protest-

antism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history. Prescribed for Juniors and Seniors. One hour weekly.

PHILOSOPHY

1. Logic.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Prescribed for Freshmen.

Two hours weekly.

2. Briefer Course in Logic.

This course is designed for students who enter college with advanced standing, but have not studied logic.

One semester, two hours weekly.

Prescribed for those who can not follow 1, and for students working for B. S. Degree.

3. Introduction to Philosophy.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Prescribed for Sophomores. One semester, two hours weekly.

4. ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics. and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

Two hours weekly.

5. HISTORY OF PHILOSOPHY.

- a. Ancient Period.—General view of the development of thought; various methods of studying the history of Philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.
- b. Mediæval Period.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c. Modern Period.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Prescribed for Juniors.

Two hours weekly.

6. Contemporary Philosophy.

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

One semester, two hours weekly.

7. ÆSTHETICS.

Reality and its transcendental attributes; definition of the Beautiful; relation to the Good and the True; objective constituents of the Beautiful; the Æsthetic Feeling; definition of Art; its relation to life; Idealism and Realism; the purpose of Art; Art and Religion; fundamental principles of literary and artistic criticism; historical survey; recent and contemporary theories.

Open to Seniors.

One semester, two hours weekly.

PSYCHOLOGY

1. General Psychology.

The methods employed in the psychological research are explained and illustrated. A historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Prescribed for Sophomores. One semester, two hours weekly.

2. Genetic Psychology.

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Seniors and Juniors. One semester, two hours weekly.

3. EXPERIMENTAL EDUCATIONAL PSYCHOLOGY.

A lecture and laboratory course accentuating the phases of psychology which lie at the basis of modern educational and clinical problems. Lecture one hour a week.

Laboratory, three hours a week.

4. CLINICAL PSYCHOLOGY.

The principal forms of abnormal mentality are explained and illustrated by clinical demonstrations. Students are given special instruction in the methods of examining backward children and the opportunity to apply these methods on cases coming to the clinic.

Lecture one hour a week.

Clinical work by special appointment at Providence Hospital.

EDUCATION

1. HISTORY, ANCIENT AND MEDIÆVAL.

a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education. b. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian Rhetors.

c. Christian Education. Scholastic Era; Ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

Elective for Seniors. First semester, two hours weekly.

2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Elective for Seniors. Second semester, two hours weekly.

3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

Elective for Juniors.

First semester, two hours weekly.

4. THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Elective for Juniors.

Second semester, two hours weekly.

5. THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and

the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

Elective for Seniors.

First semester, two hours weekly.

6. GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Elective for Seniors.

Second semester, two hours weekly.

A certificate will be given to students who have attained an average of 75 per cent in the several courses of this Department, together with Logic, General Psychology and Ethics. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German, French, Spanish and Italian serves a three-fold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to

read them, before the group is elected in Sophomore year.

GREEK

1. Grammar. Exercises in writing Greek. Xenophon, Anabasis. General introduction to the study of Greek.

Five hours weekly.

Open to students who did not present Greek at entrance.

2. Xenophon, Anabasis continued. Homer, Iliad. Elementary prose composition.

Five hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

3. New Testament Greek. Selections from the Christian writers.

Three hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

4. Homer, Odyssey. Books I, II, VI, and VII. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

5. Lysias, Orations, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, Apology and Crito. Prose composition. Lectures—The Philosophy of Plato.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

7. Euripides, Medea, Alcestis and Hecuba. Prose composition. Lectures—The Rise and Development of Tragedy.

Three hours weekly.

Prescribed for Sophomores in the Greek Groups.

8. Sophocles, Antigone, Œdipus Tyrannus, or Electra. Advanced prose composition.

Lectures—The Greek Dramatists.

One semester, three hours weekly. Open to Juniors in the Greek groups.

9. Lyric and Bucolic Poetry. Advanced Prose composition. Lectures—The Elegy. The Dorian, Æolian, and Alexandrine Schools.

One semester, three hours weekly. Open to Juniors in the Greek groups.

10. Aristophanes, Selections. Advanced prose composition. Lectures—The Attic Comedy.

One semester, three hours weekly. Open to Juniors in the Greek groups.

11. Plato, Republic. Open to Juniors in the Greek Groups.

Two hours weekly.

12. Aristotle, Poetics.

One semester, three hours weekly. Open to Seniors who have finished the requirements of the Greek groups.

13. Thucydides, Book VII.

One semester, two hours weekly. Open to Seniors who have finished the requirements of the Greek groups.

14. Æschylus, Agamemnon and Seven Against Thebes.

One semester, three hours weekly. Open to Seniors who have finished the requirements of the Greek

15. Pindar, Selected Odes.

groups.

One semester, two hours weekly. Open to Seniors who have finished the requirements of the Greek groups.

16. Lucian, The Dream, Dialogues of the Dead, The Sale of the Philosophers. One semester, two hours weekly. Open to Juniors or Seniors.

- 17. Homer, Iliad, Books XVIII-XXIV.

 Open to Juniors or Seniors. One semester, two hours weekly.
- 18. General review of Greek literature. Greek syntax.

 One hour weekly.

Open to Seniors who have finished the requirements of the Greek groups.

- 19. Greek History from original sources. One hour weekly.

 Open to all students in Greek except Freshmen.
- 20. Greek Myths.

Open to all students except Freshmen.

One hour weekly.

21. In 1921–1922 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.

This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.

For Graduates.

Five hours weekly.

LATIN

- 1. Livy, Book I. Horace, Odes and Epodes. Prose composition.

 Prescribed for Freshmen. Four hours weekly.
- 2. Cicero, Letters. Tacitus, Agricola. Horace, Satires and Epistles. Ovid, Selections. Prose composition.

 Three hours weekly.

Three nours weekly

Prescribed for Sophomores in the Latin groups.

3. History of Latin Literature. Reading of representative selections.

Two hours weekly.

Prescribed for Juniors in the Latin groups.

- 4. Roman Life. Selected readings from Pliny, Letters; Juvenal, Satires; Martial, Epigrams.

 Prescribed for Juniors in the Latin groups.

 One hour weekly.
- 5. General Review of Latin Syntax. Practice in writing Latin.

 Prescribed for Juniors in the Latin groups. One hour weekly.
- 6.* Roman Comedy. Plautus and Terence, Selected Plays.

 Elective for Seniors in the Latin groups. Two hours weekly.
- 7.* Roman History. Readings from Livy, Sallust, Tacitus, Suetonius.

 Elective for Seniors in the Latin groups. Two hours weekly.
- 8.* Roman Philosophy. Cicero, Tusculan Disputations. Lucretius, $Books\ I$ and V.

 Elective for Seniors. Two hours weekly.
- 9.* Roman Poetry. Vergil, Books VII-XII. Selected readings from the elegiac poets.

 Elective for Seniors.

 Two hours weekly.
- 10.* Roman Rhetoric. Cicero, De Oratore. Quintilian, De Institutione Oratoria, Book X.

 Elective for Seniors.

 Two hours weekly.
- 11. Advanced Prose Composition.

 Elective for Seniors.

 One hour weekly.
- 12. Introduction to Paleography.

 Elective for Seniors.

 One hour weekly.
- 13. Methods of Teaching Latin.

 Elective for Seniors.

 One hour weekly.
- 14, 15, 16, 17. Sight Reading.
 One hour weekly.
 Elective for Freshmen, Sophomores, Juniors and Seniors, respectively.

^{*}Not more than two of these courses will be given in any one year.

GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

18.* Historical Grammar. History of the sounds and inflections of the Latin language. Two hours weekly.

19.* Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome. One hour weekly.

20. Latin Inscriptions.

Two hours weekly.

21. Special Study of the stylistic peculiarities of a selected author as major work for the M. A. degree. Five hours weekly.

GERMAN

- 1. Grammar. Readings and selected lyrics with practice in writing and speaking German. Three hours weekly. Open to students who did not present German at entrance.
- 2. Grammar. Prose composition. Reading. Conversation. First semester, five hours weekly. Open to students who presented minor requirements in German.
- 3. Grammar. Prose composition. Modern and classical prose and verse. Second semester, five hours weekly. Open to students who completed 2 or equivalent.
- 4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading. Three hours weekly. Open to students who presented major requirements in German.

5. Grammar. Prose composition. This course is designed to meet individual needs of students.

Open to Freshmen and Sophomores.

One hour weekly.

6. The Classical Drama.

Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's Technik des Dramas.

Two hours weekly.

Open to students who completed 3 or 4.

7. Kleist and Grillparzer.

A study of their life and works.

Two hours weekly.

Open to students who completed 3 or 4.

8. Scientific German.

Readings in current scientific literature.

Three hours weekly.

Primarily for students in scientific groups.

9. General survey of German literature.

Two hours weekly.

Open to students who completed 6 or 7.

10. German Conversation.

Discussion of current events and assigned topics.

Open to all students in German.

One hour weekly.

11. Nineteenth Century Drama.

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others. Open to Seniors.

Two hours weekly.

12. Nineteenth Century Novel.

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Freytag, Herbert, Keller, and others.

Open to Seniors.

Two hours weekly.

13. Grammar Review.

A detailed discussion of theoretical grammar from the standpoint of the high school teacher.

One hour weekly.

Prescribed for Seniors making German a major.

FOR UNDERGRADUATES AND GRADUATES

14. Modern German Poetry.

Weber's Dreizehnlinden, Scheffel's Trompeter von Säkkingen and other epic poems.

Two hours weekly.

15. German Lyric Poetry since the time of Goethe. Special attention will be given to the study of rhythm and metre.

Two hours weekly.

16. Romantic Writers.

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland.

Two hours weekly.

17. Middle High German.

Grammar and reading of Middle High German texts.

Two hours weekly.

18. Germanic Mythology and Antiquities.

One hour weekly.

19. History of German culture from the close of the Thirty Years' War to the close of the nineteenth century. Lectures and assigned readings.

Two hours weekly.

20. Middle High German (second-year course). Critical study of the court epics and the Minnesingers. Two hours weekly.

21. Old High German. Braune, Althochdeutsches Lesebuch.

Two hours weekly.

22. History of the German Language. Lectures and readings with special reference to Modern High German.

One hour weekly.

23. Seminar in German Literature.

The aim is to train graduate students in the scientific methods of the historical and critical study of literature.

Two hours weekly.

24. German Literary Criticism.

The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered.

One hour weekly.

FRENCH

1. Cardon, A Practical French Course. Special study of irregular

verbs. Reading of modern prose.

This course, conducted partly in French and partly in English. is intended to secure a reading knowledge of the language and some facility in French conversation.

Three hours weekly,

Open to students who did not present French.

2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory. Three hours weekly. Open to students who presented minor requirements in French.

5. Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.

Three hours weekly.

Open to students who presented major requirements in French.

6. Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading.

Open to students who have completed 5. Three hours weekly. 7. Original prose: description and narration.

Open to students who have completed 6.

One hour weekly.

8. Elementary French conversation and composition. Talks on assigned readings.

One hour weekly.

Open to students with permission of the Professor.

9. Advanced French conversation and composition. Discussion on current topics.

One hour weekly.

Open to students with permission of the Professor.

French social life and manners. Advanced conversation and composition.
 One hour weekly.

 Prescribed for students making French a major.

11. History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period.

Two hours weekly.

Prescribed for students who have completed 6.

12. Evolution of the Letter. Theory and Practice. Study of the

great letter-writers of the seventeenth, eighteenth, and nineteenth centuries.

One hour weekly.

Open to students who have completed 6 and 11.

The French Novel. Lectures and collateral reading.
 Open to students who have completed 6. One hour weekly.

14. Special study of the writers of the nineteenth century. Lectures and collateral reading.
Two hours weekly.
Open to students who have completed 6 and 11.

15. French Epic Poetry with special study of Victor Hugo and Lamartine.
Open to students who have completed 11.
One hour weekly.

16. Lyric Poetry with introduction to French versification. Second semester, one hour weekly. Open to students who have completed 11 and 15. 17. A rapid review of French literature dealing only with writers of first importance.

One hour weekly.

Open to all students with permission of the Professor.

- 18. Special course in pronunciation and elocution. One hour weekly. Open to all students with permission of the Professor.
- 19. Philology. Phonology. Morphology. Old French. Second semester, one hour weekly, Open to Seniors who have completed 11 and 14.
- 20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching. One hour weekly.

Prescribed for students making French a major.

- 21. A short course. Reading, prose composition, and conversation. Open to Juniors and Seniors. Two hours weekly.
- 22. Scientific French. Readings in scientific literature.

One hour weekly.

GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

23. The French Novel from J. J. Rousseau to René Bazin. Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand and the English Influence. Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet.

Two hours weekly.

24. Literary criticism in France since the seventeenth century. Special study of the Querelle des Anciens et des Modernes. Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet. Two hours weekly.

25. Literature of the French Salons; with a special study of the literary women of the seventeenth century.

Two hours weekly.

- 26. Parallel between Corneille and Racine, with a careful study of three tragedies of each.

 Three hours weekly.
- 27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force, and ease, the results of thinking connectedly in French.

Three hours weekly.

28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée.

Three hours weekly.

SPANISH

- 1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation.

 Three hours weekly.
- 2. Grammar and exercise in composition. Reading of modern prose. Conversation.

 Open to students who have taken 1.
- 3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation.

 Two hours weekly.

 Open to students who have taken 1 and 2.
- 4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation.

 Two hours weekly.

 Open to students who have taken 1 and 2.
- 5. Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation.

Two hours weekly.

Open to students who have taken 1 and 2.

- 6. The History of Spain. Lectures, readings and recitations.

 Two hours weekly.

 Prescribed for students making Spanish a major.
- 7. The History of Spanish Literature. Special study of selected authors, and reading of some of their most important works.

 One hour weekly.

Prescribed for students making Spanish a major.

- 8. Elementary Spanish conversation and composition. Talks on assigned readings.

 One hour weekly.

 Open to students with permission of the Professor.
- 9. Advanced Spanish conversation and composition. Discussion of current topics.

 One hour weekly.

 Open to students with permission of the Professor.
- 10. Commercial Spanish. Practice in the writing of business letters with attention to colloquial and commercial phrase-ology and forms. One hour weekly.
 Open to all students of Spanish who have taken 1 and 2.

ITALIAN

1. Elementary Course. Grammar with written and oral exercises. Reading and sight translation. Conversation.

Three hours weekly.

2. Intermediate Course. Grammar and prose composition. Reading and sight translation from modern authors in the first semester, from classic authors in the second semester.

Three hours weekly.

Open to students who have completed course 1.

3. History of Italian literature in the Nineteenth Century.

Three hours weekly.

Open to students who have taken 1 and 2.

ENGLISH

Principles of structure in theme, paragraph, and sentence.
 Description, exposition, and argumentation. Lectures, themes, debates, and critical study of illustrative selections from English and American literature.

 Prescribed for Freshmen. Three hours weekly.

2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Toward the end of the course the oral composition takes the form of class debates.

Prescribed for Sophomores.

Two hours weekly.

3. Brief course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

Second semester, two hours weekly.

4. Versification. English poetry studied from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of verse.

One hour weekly.

Prescribed in the first semester for students making English a major.

- 5. Advanced composition. Two hours weekly.

 Open to students who are taking no other composition course.
- 6. Prose composition. This course is designed to meet the individual needs of students.

 One hour weekly.
- 7 a. Short Story writing. Open to Seniors.

One hour weekly.

7 b. Essay writing.

Open to Seniors.

One hour weekly.

8. Chaucer and Spenser. A study of the best known of the Canterbury Tales, with attention to their sources, language, and grammar. One book of the Faery Queene.

Second semester, two hours weekly.

Prescribed for Sophomores making English a major.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

Second semester, one hour weekly.

Prescribed for Sophomores making English a major.

10. Shakespeare. Life and works. Detailed study of four plays, with reading and discussion of the most important histories. comedies, and tragedies.

First semester, two hours weekly.

Prescribed for Juniors making English a major.

- 11. Milton. His life, purpose, and achievement. Study of Paradise Lost, Paradise Regained, and Samson Agonistes. Second semester, one hour weekly. Open to Juniors.
- 13. Survey of English Literature from the Restoration to 1780. Special study of Dryden, Pope, and Johnson. Second semester, two hours weekly.

Prescribed for Juniors making English a major.

15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Tennyson. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson. Prescribed for Juniors.

Two hours weekly.

16. Seminar in Recent Literature. Open to Juniors.

One hour weekly.

18. An intensive study of Tennyson, Browning, or some other nineteenth century poet. Open to Seniors. One hour weekly.

19. Prose Fiction. Jane Austen, Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least two novels by each of the authors named above.

Open to Seniors.

Three hours weekly.

- 20. English Prose, exclusive of fiction, from the founding of the Edinburgh Review to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Stevenson, Cardinal Newman.

 Two hours weekly.
- 21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists.

 Open to Freshmen.

 Three hours weekly.

23. Literary Criticism. The nature and function of criticism.

The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition.

Two hours weekly.

Primarily for graduates, but open with permission to undergraduates who have completed the major requirement in English.

24. Historical English. A survey of the history of the English language. Introduction to Old English grammar. Cook, First Book in Old English.

First semester, three hours weekly.

Prescribed for Sophomores making English a major.

25. Old English prose and verse. Bright, Anglo-Saxon Reader. Beowulf.

Prerequisite, English 24 or 27.

Two hours weekly.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied.

Two hours weekly.

Primarily for graduates, but open to undergraduates who have completed English 25.

27. Brief course in Old English grammar and literature.

Three hours weekly.

Designed for students making English a major who are unable to follow English 24.

The English Department reserves the right to withdraw any

elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English. Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

HISTORY

The object of the course in History is three-fold; to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations

and private readings.

1. Medlæval History to 1517.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to the study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course:—the Teutonic nations; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System; the extension of Mohammedanism; the scope and results of the Crusades; the Hundred Years' War; the revival of classical learning; the geographical discoveries.

Open to Freshmen.*

Two hours weekly.

2. European History 1517–1815.—This course traces the history of Europe to the close of Napoleon's career. Attention is devoted to the following topics:—the political changes caused by the Reformation; England in the era of religious revolution; the Thirty Years' War; the Age of Louis XIV:

^{*}History 1 and History of Art 5 are prerequisites to later elections, if such elections are to be recognized as major work in history or economics.

the rise of Prussia; the Seven Years' War; the expansion of England; the causes, principles, and chief events of the French Revolution; the rise of Napoleon; the establishment of the Empire; the Napoleonic era in its French and European aspects.

Open to Sophomores.

Two hours weekly.

3. HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century. It includes the following topics:—the Congress of Vienna; the epoch of reform in England; Ireland and Home Rule; the political changes in France; the rise and development of contemporary Germany; the creation of united Italy and the loss of the temporal power of the Popes; the rise of Japan; the relations between Russia, Turkey and the Balkan States.

Open to Juniors and Seniors.

Two hours weekly.

4. Contemporary History.—This course deals with current history and is designed to give the student a knowledge of present day events.

Open to Juniors and Seniors.

One hour weekly.

- 5. American Political History to 1861.—This course is designed to give the student a general knowledge of American Political History from the period of discoveries to the beginning of the Civil War. The following are among the subjects considered:—Spain, France, and England in North America; intercolonial wars; the causes and events of the American Revolution; the United States under the Articles of Confederation; the Constitution; the causes and results of the war of 1812; the Jacksonian epoch; the War with Mexico. Open to Juniors.

 First semester, two hours weekly.
 - AMERICAN POLITICAL HISTORY FROM 1861 TO THE PRESENT DAY.—Among the subjects considered in this course are the following:—the controversy over slavery; the question of secession; the Civil War and the period of reconstruction; the commercial and industrial growth of the United States; the Spanish-American War; the United States in the Pacific.

Open to Juniors.

Second semester, two hours weekly

6. AMERICAN CONSTITUTIONAL HISTORY.—The object of this course is to acquaint the student, in a more special manner, with the rights and duties of American citizenship. Among the subjects considered the following may be mentioned:—the Articles of Confederation; the formation of the Constitution; some recent State constitutions; local government—county and town; the initiative, referendum and recall; the question of women's rights.

Prescribed for Seniors.

Two hours weekly.

7. IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the history of the Irish people in modern times.

Open to all students.

One hour weekly.

8. English Political History.—This course covers the mediæval and modern period of English History. The study of industrial and social conditions receives special attention.

One semester, two hours weekly.

Open to Juniors and Seniors.

9. Ancient History.—The period from the early Aegean civilization through the establishment of the Roman Empire.

First semester, two hours weekly.

The work treats of the contribution of the Greeks to civilization: the Macedonians' supremacy: Roman territorial and political unification: and the development of the Roman Empire. The course is a preparation for teaching history and the classics in the secondary schools.

Open to Juniors.

Second semester, two hours weekly.

ECONOMICS

1. *Elementary Economics.—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

One year, two hours weekly.

Open to Sophomores, Juniors, Seniors.

^{*}Economics 1 and History 1 are prerequisites for major work in Economics.

2. Industrial History of England.—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system.

First semester, two hours weekly. Open to students who have taken Economics 1.

3. Industrial History of the United States.—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff, and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement, and the background of recent social legislation.

Second semester, two hours weekly.

SOCIOLOGY

- 1. Elementary Sociology.—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces, and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social progress.

 One year, two hours weekly.
- 2. Principles of Relief.—Study of problems and processes of poverty and of policies and principles in the modern development of relief work with particular attention to Catholic thought and practice.

 Two hours weekly.

Open to Juniors and Seniors in 1920–1921. Elementary Sociology or Economics, and Industrial History required. Field study and critical reports on methods and literature are emphasized throughout.

3. First semester will be devoted to a study of organization and methods of relief agencies. The second semester will be devoted to the problems of the handicapped child. This course is designed for students who intend to take up social and charitable work as volunteer or professional workers. Particular attention will be devoted to field work with the relief and children's agencies, the Juvenile Court, and hospitals of Washington and Baltimore.

Two hours weekly for class work and eight hours weekly for field work.

For related courses in Experimental and Clinical Psychology, see p. 75.

POLITICAL SCIENCE

1. Elements of Political Science.—The nature, origin, basis, functions and constitution of the State; and the chief forms and departments of government.

One year, two hours weekly.

- 2. The Economic and Social Activities of the State.—Legislation concerning commerce, industry, labor, charity and education.

 One year, two hours weekly.
- 3. Comparative Study of Modern Governments.—This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

 Open to Juniors and Seniors.

 One hour weekly.

MATHEMATICS

1. Solid Geometry.—Demonstrations of propositions; applications of principles to numerical examples.

One semester, three hours weekly.

2. Trigonometry.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulæ, applications.

One semester, three hours weekly.

3. Trigonometry, Analytic Geometry.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences.

One year, three hours weekly.

Recommended for students who wish to take Physics; also for the Science degree.

- 4. ADVANCED ALGEBRA. One semester, three hours weekly.
- 5. Analytic Geometry.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola

 One semester, three hours weekly.

 Open to students who have taken 2.

6. Calculus, Differential and Integral.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

One year, three hours weekly. Open to students who have taken 2, 4, and 5, or 3.

7. Theory of Equations and Determinants.—Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants.

One semester, three hours weekly.

Open to students who have taken 2, 4, and 5, or 3.

8. Calculus (Second Course).—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications.

One semester, three hours weekly.

Open to students who have taken 6.

9. Analytic Geometry (Second Course).—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions.

One year, two hours weekly.

Open to students who have taken 4 and 5, or 3.

- 10. HISTORY OF MATHEMATICS. One year, one hour weekly. Open to students who have taken 6.
- 11. Teachers' Course.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

 Two semesters, two hours weekly.

 Open to Seniors who have taken 1, 2, 4, 5, and 6, or 3 and 6.
- 12. Practical Mathematics for Students in Physics.—Applications of Higher Mathematics to problems in physics.

 Two hours weekly.

13. Practical Mathematics for Students in Chemistry.—Applications of Higher Mathematics to problems in Chemistry.

Two hours weekly.

Courses 12 and 13 to be given in alternate years; 12 will be given in 1920–1921.

14. Differential Equations.—General linear equations with constant coefficients; special forms of differential equations of higher orders; integration in series.

One semester, three hours weekly.

Primarily for graduates, but open with permission to undergraduates who have completed 8.

- 15. Analytic Mechanics. Special attention is paid to the Mathematical theory of Mechanics.

 Open to Graduates. Three hours weekly.
- 16. VECTOR ANALYSIS.

 Open to Graduates.

Three hours weekly.

17. PROJECTIVE GEOMETRY.
Open to Graduates.

Three hours weekly.

PHYSICS

- 1. General Physics.—Lectures, reading, recitations and laboratory exercises in the fundamental principles of the science.

 Five hours weekly.

 Open to students who have not offered Physics for entrance.
- 2. Advanced Physics.—Mechanics; Geometrical Optics.

 One semester, five hours weekly.

 Prerequisite, Course 1, or its equivalent.
- 3. Heat.—Thermometry; Calorimetry; Elementary Thermodynamics.

 One semester, five hours weekly.

 Prerequisite, Course 1, or its equivalent.
- 4. WAVE MOTION AND SOUND.

 Prerequisite, Course 1.

 One semester, three hours weekly.

- 5. Ether Waves.—Phenomena and laws of interference and diffraction; optical instruments; dispersion; spectrum analysis; color phenomena; polarization; propagation in crystalline media.

 One semester, five hours weekly.

 Prerequisite, Courses 2 and 4.
- 6. Electricity. One semester, five hours weekly. Prerequisite, Courses 1 and 3.
- 7. Selected Problems assigned for investigation, experimental work and discussion.

 One semester, two hours weekly.

CHEMISTRY

- 1. Inorganic Chemistry.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice. Open to Sophomores.

 Four hours weekly.
- 2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studies in their qualitative relations.

 First semester, four hours weekly.

 Open to students who have completed 1.
- 3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis. Second semester, four hours weekly. Open to students who have completed 2.
- 4. Organic Chemistry.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

 Open to students who have completed 1. Four hours weekly.

- 5. Advanced Inorganic Chemistry.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
- 6. Physical Chemistry.—Lectures, recitations, laboratory work.

 Four hours weekly.

 Open to students who have completed 3, 4 and Physics 1.
- 7. Historical Chemistry.—This course treats of the beginnings of Chemistry and its development to modern times.

 One semester, two hours weekly.

 Open to students who have completed 1.
- 8. Food Chemistry.—A study of the chemistry of proteins, fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc.

 The adulteration, sterilization and preservation of foods.

 One hour weekly.
- 9. The Teaching of Chemistry.—Lectures, recitations, and practice work.

BIOLOGY

- 1. General Biology.
 - This course includes elementary botany and elementary zoölogy. It is designed to acquaint the student with the fundamental principles of biology for general education and as a preparation for further study of botany and zoölogy.

An elementary knowledge of physics and chemistry is desirable.

Open to Sophomores.

Five hours weekly.

2. Morphology of Higher Plants.

A study of the anatomy and histology of the Spermatophytes.

One semester, six hours weekly.

Prerequisite, course 1 or equivalent.

3. Physiology, Ecology, and Distribution of Higher Plants. In this course plant metabolism, respiration, and nutrition are considered in conjunction with ecology and distribution. Experimental demonstrations of the more complex plant functionings are made in class.

One semester, six hours weekly.

Prerequisite, Course 2.

4. Morphology of Algae, Mosses, and Ferns.

A study of the structure and development of the typical genera of Algae, Bryophytes, and Pteridophytes.

One semester, six hours weekly.

Prerequisite, Course 1 or equivalent.

5. Morphology of Fungi.

A study of the structure and development of representative Fungi.

One semester, six hours weekly.

Prerequisite, Course 4.

6. Bacteriology.

This course includes practice in general laboratory methods, preparation of cultures, and staining of a number of non-pathogenic and a few pathogenic forms. Bacteria concerned in fermentation and putrefaction are considered somewhat in detail.

One semester, six hours weekly.

7. Comparative Morphology of Vertebrates.

A course in the comparative anatomy and physiology of representative vertebrate forms, such as dogfish, necturus, turtle, pigeon, and cat.

Prerequisite, Course 1.

Six hours weekly.

8. HISTOLOGY AND MICROSCOPIC TECHNIQUE.

A study of the histological structure of the cell, tissues, and organs of vertebrates. Instruction and practice in the usual methods of histological technique are offered.

Prerequisite, Course 1.

One semester, six hours weekly.

9. Embryology.

This course is devoted to the study of the vertebrate embryos, frog, chick, and pig. Fertilization, cleavage, and stages up to gastrulation are studied in Ascaris, Asterias, and Amphioxus.

Prerequisite, Course 7.

Six hours weekly.

10. NEUROLOGY.

A study of the gross structure of the human brain, and the histological structure of the nerve cell, cord, and brain. The work of the course is entirely individual, and will serve as an adequate preparation for work in Psychology.

Three hours weekly.

11. ELEMENTARY PHYSIOLOGY.

An outline of the general principles of physiology is given in this course. Laboratory work consists of experiments on nerve, muscle, sense organs, respiration, circulation, and nutrition.

Five hours weekly.

12. MICROSCOPIC DRAWING.

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope, and to accuracy of detail in representing them in pen and ink, pastel and water colors.

Recommended to students taking Courses 8, 9, 10.

13. Seminar.

Biological topics of general interest to students in Biology, Philosophy, Psychology, and Education are treated in the seminar.

One hour weekly.

HISTORY OF ART

- 1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in decoration.

 Open to Juniors and Seniors.

 One semester, one hour weekly.
- 2. Historic Ornament. Origin and development of style in Architecture. Place of Architecture in modern culture.

 Open to Seniors.

 One semester, one hour weekly.

- 3. The history of Ancient Art. Egyptian and Assyrian styles.
 Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

 Open to all students.

 One hour weekly.
- 4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance.

 Open to first-year students. First semester, one hour weekly.
- History of Painting. Special study of the High Renaissance. Leonardo da Vinci, Michelangelo, Raphael, and Titian. Italian Sculpture.
 Open to first-year students. Second semester, one hour weekly.
- 6. Venetian and Spanish Painting. French, Flemish, Dutch, and German Schools. Pre-Raphaelitism.

 First semester, one hour weekly

First semester, one hour weekly. Open to students who have taken 4 and 5.

- 7. The development of Art in America. Special study of the works of the earlier painters to those of the present day.

 Second semester, one hour weekly.

 Open to students who have completed 4 and 5.
- 8. Minor Arts of the Middle Ages. Special study of ivories, miniatures, enamels, stained glass, metal work, wood carving and architectural sculpture, from the decline of Roman art until the beginning of the Renaissance. Rare specimens, photographs and other reproductions are provided for study, and reference is made to pieces in museums and other collections accessible during the College year and in vacations.

 Open to Seniors and Graduate Students.

 One hour weekly.

Courses extending through four semesters present an opportunity for a student to cover a considerable part of the field of the History of Art.

While it is not absolutely essential that a student should have taken 1 and 2 in order to be admitted to 3, 4, 5 and 6, it is desirable that a sequence should be observed, and that the historical evolution of the great art epochs should be approached in such a manner as to contribute the largest educational values.

The Courses in the History of Art are given in the O'Connor Art Gallery, in the Art Studio, and in the Holahan Social

Hall of Trinity College, where a large and valuable collection of paintings, engravings, sculpture and ceramics affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

ELOCUTION

1. Physiology of the voice. Production and placement of tone and resonance. Practical study of phonetics, leading to the standard pronunciation of English.

Study of the elements of vocal expression, quality, inflection,

pitch, time, etc.

Individual practise by means of short passages of literature. A note book of the course is required.

2. Advanced work in the technique of voice. Emotional element in speech, use of tone color, pause, etc. Fundamentals of gesture, elementary pantomime, life studies. The study and presentation of a play.

3. Study of the classification of literature for interpretative purposes. Short poems of Browning, Tennyson, etc., are used for text.

Training in delineation of types of character.

Study of the scenes from classic drama.

Presentation of a play by the students of the course.

Open only to students who have completed 1 or 2.

4. This course emphasizes dramatic training. Interpretation of scenes and plays. Shakespeare plays are used for text. Two plays are studied and presented during the course. Open only to students who have completed 2 or 3.

PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure

their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

SWIMMING-POOL

The Swimming-pool, erected in 1916 at a cost of \$25,000, is the gift of the Alumnæ of the College, and is destined to form part of the Gymnasium to be erected when funds are complete. The pool is white tile, 25 by 60 feet, with a graduated depth of 4 to 7½ feet. A patent overflow provides for the sanitation of the pool by carrying off surface water. There are adequate conveniences of marble showers and dressing-rooms, steel lockers, drying-room, manicuring and shampooing room, and a beautiful solarium for rest and recreation. An instructor is always in attendance to provide lessons in swimming and to watch the safety of those using the pool.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society, The Dramatic Society,

The Glee Club, The Mandolin Club.

The Current Events Club,

The Classical Club,

Le Cercle Français,

The Chemical Society,
The Mathematics Circle.

The Christ Child Society,

Foreign Mission Society, and

The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

ADVISORS

Every student is assigned to an advisor, a member of the College Faculty, who assists in the arrangement of the student's courses at the beginning of both terms, and who acts as a general advisor during the year.

COLLEGE DISCIPLINE

The College insists on regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in College, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

The College reserves the right to exclude at any time students whose conduct or academic standing renders them undesirable members of the institution, and in such cases the fees due or which may have been paid in advance to the College will not be refunded

or remitted in whole or in part.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the Secretary informed of their addresses.

NEEDS OF THE COLLEGE

Steady improvements have been made in the building and equipment of the College since its foundation, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

An Endowment Fund.

Funds for equipment and extension of the various departments in the College.

A Hall of Residence.

A Science Building.

A Gymnasium Building.

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

ASSOCIATION OF THE FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual

sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday.

DEGREES CONFERRED BY TRINITY COLLEGE*

MASTER OF ARTS

1920

Acerboni, Alexandrine,

A. B. Trinity College, 1919. Middletown, Connecticut.

Hackemeier, Edna Marie,

A. B. Trinity College, 1918. St. Louis, Missouri.

Lane, Mary Agnes,

A. B. Trinity College, 1919. Washington, D. C.

Sheehan, Margaret Mary,

A. B. Trinity College, 1919.

Manchester, New Hampshire.

Sociology and Educational Psychology.

English and Educational Psychology.

English and History.

Mathematics and Educational Psychology.

BACHELOR OF SCIENCE

1920

O'Donnell, Inez Barbara, Pittsburgh, Pennsylvania.

Sikorsky, Lucy Mina, Plaistow, New Hampshire. Mathematics and Physics Group.

Mathematics and Biology Group.

BACHELOR OF ARTS

1920

Arnaud, Octavie,

Lyons, France.

Barrett, Dorothy,

Cleveland, Ohio. Bowler, Irene Claire,

Holyoke, Massachusetts.

Brucker, Gertrude Marie, Toledo, Ohio.

Burke, Frances Rita,

Springfield, Massachusetts.

Butler, Margaret Verlun, Wallingford, Connecticut.

Buttimer, Katherine, Hingham, Massachusetts.

Carbrey, Helen Berenice, Scarsdale, New York.

Scarsdale, New York.
Carey, Kathleen Cecilia,

Waterbury, Connecticut.
Casey, Marian Eugenia,
Scranton, Pennsylvania.

History and Political Science Group.

English and Chemistry Group.

History and Biology Group.

French and English Group.

French and Physics Group.

French and English Group.

History and Political Science Group.

Latin and English Group.

Latin and English Group.

Greek and Latin Group.

^{*}For Degrees Conferred by Trinity College, 1904-1920, see separate circular.

Casley, Dorothy Beatrice, Washington, D. C. Comba, Mary Annunciata, Milford, Massachusetts. Convery. Marion Elizabeth. Worcester, Massachusetts. Convey, Beatrice Agnes, Middletown, Connecticut. Cowles, Catherine Esther (cum laude). Washington, D. C. Point Pleasant, New Jersey. Dean, Genevieve Marie (cum laude). Tipton, Iowa. Duncan, Margaret Leona (magna cum laude). Waterbury, Connecticut. Duncan, Mary Claire (cum laude), Waterbury, Connecticut. Flanigan, Kathleen Martha, Newark, Ohio. Gaffney, Mary Cecile (cum laude), Cadillac, Michigan. Gallagher, Winifred Agnes (cum laude), Birmingham, Alabama. Gallivan, Elizabeth Constance, Providence, Rhode, Island. Geier, Frances Margaret, Washington, D. C. Griffin, Madeleine Agatha, Woodstock, N. B. Haugh, Veronica Edna, Olean, New York. Healey, Margaret Mary, New York City, New York. Hennessey, Esther, Roxbury, Massachusetts. Hopkins, Marion, Pittsburgh, Pennsylvania. Horan, Isabelle Miriam, Denver, Colorado. Judge, Anna Catherine. Portland, Maine.

Keeley, Madelyne Catherine,

Canton, Ohio.

Kelly, Margaret Ruth,

cum laude)

Latin and History Group. History and Mathematics Group. French and English Group. Curtis, Hester Balch (magna cum laude), French and Biology Group. Latin and History Group. Latin and French Group. Latin and Mathematics Group. Latin and English Group. English and Chemistry Group. Latin and English Group. Latin and French Group. German and Mathematics Group. History and Political Science Group. Latin and Political Science Group. History and Biology Group. History and Chemistry Group. History and Political Science Group English and History Group. French and English Group. History and Political Science Group. Waterbury, Connecticut. Kelley, Mary Frances, Fall River, Massachusetts. Latin and French Group. History and Mathematics Group. Scranton, Pennsylvania. Latin and English Group. Keves, Louise Loughborough (magna New York City, New York. French and English Group. Kramer, Magdalene (cum laude).

English and History Group.

Greek and History Group.

Loughran, Jane Frances, Latin and French Group. Warren, Rhode Island. Lyons, Ruth Eleanor, Arlington, Massachusetts. Latin and French Group. McBride, Margaret Mary, English and History Group. Great Falls, Montana. McCabe, Catherine Colette, Latin and French Group. Clinton, New York. McCarthy, Catherine Constance, Latin and English Group. Ridley Park, Pennsylvania. French and English Group. McCormick, Elizabeth, Pittsfield, Massachusetts. McDonald, Eileen Josephine, History and Political Science Group. Waterbury, Connecticut. McGady, Blanid Geraldine, German and History Group. Worcester, Massachusetts. McGuire, Mary Frances, New Rochelle, New York. History and Political Science Group. Makens, Adelaide Serena, English and Biology Group. Aberdeen, South Dakota. Manion, Catherine Madeline, Greek and Latin Group. St. Louis, Missouri. English and Mathematics Group. Marshall, Jean, Fall River, Massachusetts. Mulligan, Alice Morris, Latin and English Group. Wilkes-Barre, Pennsylvania. English and Political Science Group. Naumann, Dorothy Ridder, New York City, New York. French and History Group. Oakley, Marjorie Lee, Washington, D. C. Phelan, Josephine Mary English and Biology Group. Rawlins, Wyoming. Phelan, Mary Mercedes (magna cum French and English Group. laude). Washington, D. C. Latin and History Group. Robider, Mary Josephine, Montreal, Canada. Russell, Ellen Josephine, English and Political Science Group. Washington, D. C.

Shugrue, Grace Mary, Worcester, Massachusetts. Slavin, Helen Marie, Waterbury, Connecticut. Smith, Margaret Mary, Fargo, North Dakota.

Somers, Marion Clare, Jersey City, New Jersey. Spahn, Irene Anne,

Dubuque, Iowa. Sullivan, Elizabeth Mary,

New York City, New York.

Latin and Mathematics Group. Latin and English Group. Latin and English Group. History and Political Science Group.

History and Biology Group. English and History Group.

ENROLMENT OF STUDENTS

1919-1920

GRADUATE STUDENTS

Acerboni, Alexandrine,
A. B., Trinity College, 1919.

Augier, Germaine,

A. M., Trinity College, 1919.

Bowler, Katherine,

A. B., Trinity College, 1919.

Hackemeier, Edna,

A. B., Trinity College, 1918.

Lane, Mary Agnes,

A. B., Trinity College, 1919.

Loughran, Miriam Elizabeth, A. B., Trinity College, 1917.

A. M. Trinity College, 1918.

Martin, Florence Steele,

A. B., Trinity College, 1918.

Sheehan, Margaret Mary,

A. B., Trinity College, 1919.

Middletown, Conn.

Paris, France.

Holyoke, Mass.

St. Louis, Missouri.

Washington, D. C.

Washington, D. C.

Asheville, N. C.

Manchester, N. H.

SENIOR CLASS

Arnaud, Octavie,
Barrett, Dorothy,
Bowler, Irene Claire,
Brucker, Gertrude,
Burke, Frances Rita,
Butler, Margaret Verlun,
Buttimer, Katherine,
Carbrey, Helen Berenice,
Carey, Kathleen Cecelia,
Casey, Marian Eugenia,
Casley, Dorothy Beatrice,
Comba, Mary Annunciata,
Convery, Marion Elizabeth,
Convey, Beatrice Agnes,
Curtis, Hester Balch,

Lyons, France.
Cleveland, Ohio.
Holyoke, Mass.
Toledo, Ohio.
Springfield, Mass.
Wallingford, Conn.
Hingham, Mass.
Scarsdale, N. Y.
Waterbury, Conn.
Scranton, Penna.
Washington, D. C.
Milford, Mass.
Worcester, Mass.
Middletown, Conn.
Point Pleasant, N. J.

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Sikorsky, Lucy Mina, Slavin, Helen Marie, Smith, Margaret Mary, Somers, Marion Clare, Spahn, Irene, Sullivan, Elizabeth Mary, Plaistow, N. H.
Waterbury, Conn.
South Fargo, N. Dakota.
Jersey City, N. J.
Dubuque, Iowa.
New York City, N. Y.

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Mallon, Mary Patricia, Manning, Catherine Lois, Moloney, Marie, Moormann, Rose Marie, Morris, Hilda, Murphy, Ruth Mary, Murphy, Josephine Rosemary, Murray, Laura Frances, McCarthy, Cecile Elizabeth, McCarthy, Frances Prout, McCarty, Louise Ellen, McCormick, Katherine, McKenna, Louise Hickey, McLachlan, Isabel, MacMaster, Adelyne Mary, McNulty, Mary Zook, McQuade, Margaret Genevieve, Neary, Nora Margaret, Neveu, Charlotte, Newell, Margaret Stephany, O'Brien, Rosetta Eleanor, O'Brien, Ruth Marie, O'Connor, Helen Agnes, O'Reilly, Alice, O'Shea, Dorothy Lenore, Pamintuan, Paz, Pendergast, Emily, Powers, Janet Lucia, Powers, Maurice Anna. Rieckelman, Irene, Ryan, Corrine, Samels, Clare, Seng, Marian Elizabeth, Shannon, Helen Marie, Shannon, Mabel Rockwell, Sheehan, Bernadette, Sheehan, Nora, Skahan, Mary Gertrude, Skahan, Ruth Kathryn, Smith, Mary Armella, Smith, Mary Antoinette, Thomas, Mary, Viano, Gertrude Anna, Walsh, Katherine Cranitch,

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PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published bi-monthly by the students of the College.

THE TRINILOGUE, published annually by the Senior Class. Price, \$4.00 per copy.

A VIEW BOOK containing pictures of the College and the campus. Price, 50 cents.



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UNIVERSITY OF PURIOUS LABOUR

TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



Trinity College is conducted by the SISTERS OF NOTRE DAME OF NAMUR.

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "TRINITY COLLEGE, WASHINGTON, D. C."

The degrees conferred by Trinity College are registered "in full" by the UNIVERSITY OF THE STATE OF NEW YORK.

LEGAL FORM OF BEQUEST: I give, devise and bequeath to Trinity College, Washington, D.C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.





TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



Note.—The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country.

DEPARTMENT OF THE INTERIOR BUREAU OF EDUCATION WASHINGTON

March 30, 1914.

To the

President of Trinity College, Washington, D. C.

DEAR MADAM:

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,

P. P. CLAXTON,

Commissioner.

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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College telephone is North 10328. Faculty telephone (private), North 2970. The Students' telephones are North 2367 and North 3951. Graduate Hall. North 5993.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Trinity College, Washington, D. C. It should be prepaid.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1921

SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS	
JANUARY	FEBRUARY MARCH		APRIL	
16 17 18 19 20 21 22	13 14 15 16 17 18 19 20 21 22 23 24 25 26	I 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	17 18 19 20 21 22 23	
MAY	JUNE	JULY	AUGUST	
	12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	21 22 23 24 25 26 27	
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	
	2 3 4 5 6 7 8			
18 19 20 21 22 23 24	16 17 18 19 20 21 22	13 14 15 10 17 10 19 20 21 22 23 24 25 26 27 28 29 30	18 19 20 21 22 23 24	
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1922

JANUARY	FEBRUARY	MARCH	APRIL
22 23 24 25 26 27 28 29 30 31	12 13 14 15 16 17 18 19 20 21 22 23 24 25	12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	16 17 18 19 20 21 22 23 24 25 26 27 28 29
MAY	JUNE	JULY	AUGUST
21 22 23 24 25 26 27	4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	9 10 11 12 13 14 15	13 14 15 16 17 18 19 20 21 22 23 24 25 26
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
17 18 19 20 21 22 23		12 13 14 15 16 17 18	3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

ACADEMIC CALENDAR

1921

Christmas Vacation ends. Mid-year Examinations begin, Mid-vear Examinations end. Spiritual Retreat for the Students. Second Semester begins. Easter Vacation begins. Easter Vacation ends. Founders' Day. Ascension Day. Entrance Examinations at Centres begin. Entrance Examinations at Centres end. Final Examinations begin, Final Examinations end. Baccalaureate Sermon. Commencement Exercises. Entrance Examinations at the College begin, Registration for new Students. Registration for other Students. College Exercises begin, Thanksgiving Day. Christmas Vacation begins 6 P. M.,

Saturday, Jan. 3. Friday, Jan. 16. Monday, Jan. 26. Tuesday, Jan. 27. Monday, Feb. 2. Wednesday, March 31. Monday, April 5. Saturday, May 1. Thursday, May 13. Monday, May 24. Saturday, May 29. Tuesday, May 25. Tuesday, June 8. Sunday, June 6. Thursday, June 10. Friday, Sept. 16. Monday, Sept. 19. Tuesday, Sept. 20. Wednesday, Sept. 21. Thursday, Nov. 24. Thursday, Dec. 15.

1922

Christmas Vacation ends,
Mid-year Examinations begin,
Mid-year Examinations end,
Spiritual Retreat for the Students,
Second Semester begins,
Easter Vacation begins at noon,
Easter Vacation ends 6 p.m.,
Founders' Day,
Ascension Day,
Entrance Examinations at Centres begin,
Entrance Examinations at Centres end,
Final Examinations begin,
Final Examinations end,
Baccalaureate Sermon,
Commencement Exercises,

Tuesday, Jan. 3.
Friday, Jan. 13.
Monday, Jan. 23.
Tuesday, Jan. 24.
Monday, Jan. 30.
Tuesday, April 11.
Tuesday, Apr. 18.
Monday, May 1.
Thursday, May 25.
Monday, May 29.
Saturday, June 3.
Tuesday May 23.
Tuesday, June 6.
Sunday, June 4.
Thursday, June 8.

THE COURSES OF STUDY IN THE COLLEGE ARE CONDUCTED BY THE FOLLOWING PROFESSORS

- THE RIGHT REV. MGR. EDWARD A. PACE, Ph.D., S.T.D., LL.D. Psychology, Ethics.
- REVEREND WILLIAM J. KERBY, S.T.L., LL.D. Sociology.
- VERY REVEREND CHARLES F. AIKEN, S.T.D. Apologetics.
- REVEREND CHARLES A. DUBRAY, S.M., Ph.D.
 Introduction to Philosophy, and General Psychology.
- REVEREND NICHOLAS A. WEBER, S.M., S.T.D. History.
- REVEREND PATRICK J. McCORMICK, S.T.L., Ph.D. History of Education.
- REVEREND JOHN A. RYAN, S.T.D. Political Science.
- REVEREND THOMAS V. MOORE, C.S.P., Ph.D., M.D. Clinical and Experimental Psychology.
- THE RIGHT REV. MGR. FILIPPO BERNARDINI, D. D. Italian.
- REV. JOHN O'GRADY, A.M., Ph.D. Applied Sociology.

REVEREND EDWARD B. JORDAN, M.A., S.T.D.

Education (Science and Art of Study, Philosophy, Psychology, Methods).

SEÑORA RITA LEZCA DE RUIZ. Spanish.

MISS ELSIE KERNAN. Elocution.

MRS. LUCY SAGE.
Physical Training.

MISS MILDRED McCARTHY.

Gymnastics.

With Sisters of Notre Dame in the departments of Religion, Sacred Scripture, Greek, Latin, German, French, Spanish, English, Logic, Philosophy, Psychology, Church History, History, Economics, Mathematics, Physics, Chemistry, Biology, Botany, Hygiene, History of Art, Music, and Art. All the Sisters have college degrees, and have had special training in the work of the departments in which they teach.

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Constitution, Art. 1

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Mrs. M. P. O'Connor Mrs. John B. O'Connor

Mrs. Frank O'Hara

Mrs. J. C. O'Loughlin

Dr. Mary O'Malley

Mrs. Herman Paepcke

Mrs. R. A. Sweeny Pescia

Mrs. Joseph A. Phelan Miss Janet Richards

Miss Mary R. Roach

Mrs. Charles E. Roach Mrs. William N. Roach

Mrs. Margaret Blaine Salisbury

Mrs. Bernard F. Saul

Miss Agnes Saul

Miss Mary Saul

Mrs. Edward P. Schwartz

Mrs. Raphael L. Shanafelt

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Mrs. Charles G. Thorn

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THE ASSOCIATE BOARDS

Boards formed outside of the city of Washington are called Associate Boards of Trinity College.

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MISS AGNES MITCHELL Vice-Regent of Concord

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CENTRES OF INFORMATION

THE ALUMNÆ ASSOCIATION OF TRINITY COLLEGE

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President, Miriam A. Greene, '16

First Vice-President, Mrs. J. B. Doyle, '07

Second Vice-President, Irene Lee, '19

Secretary, Loretta Galligan, '10

Treasurer, Martha Logan, '09

Directors, Mrs. J. T. C. McGuire, '10

Mary D. Walsh, '15

THE LADIES' AUXILIARY OF THE ANCIENT ORDER OF HIBERNIANS

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Mrs. Mary Arthur, National Vice-President Indianapolis, Indiana

Miss Alice Ratigan, National Secretary
Detroit, Michigan

Miss Mary Kennedy, National Treasurer
Milwaukee, Wisconsin

Miss Catherine Harrington, National Chairman of Irish History Butte, Montana

Mrs. Katherine Foley, National Director New Haven, Connecticut

Mrs. Margaret Williams, National Director Richmond, Virginia

TRINITY COLLEGE

Location.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

FOUNDATION AND PURPOSE.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for "a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning." The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view:

the true scholar, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the true woman, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

THE LIBRARY.—The College Library now contains about 27,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

The O'Connor Art Gallery.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

THE HOLAHAN SOCIAL HALL contains many precious and rare pictures, ceramics and bronzes, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna., and by other devoted friends. These furnish splendid examples of the earliest methods of painting and sculpture.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced, as well as in the elementary courses, offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at others rich in economic, scientific, and historic interest, e. g., the Treasury Department, the Patent Office, the Coast and Geodetic Survey, the Geological Survey, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery and National Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

Scope of the College.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington. Graduates are eligible for membership in the Association of Collegiate Alumnae.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students and undergraduate students.

Graduate Students are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

ADMISSION

METHODS OF ADMISSION

There are two methods of admission to Trinity College.

- I. OLD PLAN.—Under this plan a candidate must present at entrance 15½ units in prescribed subjects obtained in one of the following ways:
 - 1. From examinations taken at Trinity College.
- 2. From examinations conducted by the College Entrance Examination Board.
- 3. From Catholic University Examinations given to affiliated schools.
 - 4. From Regents' Examinations of the State of New York.
- II. NEW PLAN.—The examinations required in this plan are of the type known as comprehensive examinations offered by the College Entrance Board.

The new method depends on two kinds of evidence:

- 1. Evidence submitted by the school, consisting of
 - a. A school report covering the entire record of subjects and grades for four years.
 - b. A statement from the school principal including an estimate of the applicant's scholarly interests, special ability, and character.

2. Evidence submitted by the candidate, consisting of

Four comprehensive examinations, selected from each of the following groups:

- (1) English or History, selected by the applicant.
- (2) A foreign language, selected by the applicant.
- (3) Mathematics, or Chemistry, or Physics, selected by the applicant.
- (4) A fourth subject, designated by the applicant from the subjects which may be offered for admission. This choice must be approved by the Committee on Admission of the respective colleges.

 These four examinations must be taken at one time.

At least two examinations must cover more than two admission units* each.

In each subject chosen the comprehensive examination covering all the units offered by her for admission must be taken by the applicant.

It is desirable that applicants furnish school records and state the subjects selected for examination before February fifteenth of the year in which the examinations are to be taken.

The Committee on Admission of the individual college must give its permission, based upon the evidence submitted by the school, before the applicant may take the examinations.

Under the new plan the candidate, if admitted to college, will be admitted free from all conditions. Failure to meet completely the standard in both kinds of evidence required will not necessarily involve rejection of the applicant; the Committee may accept unusual excellence in one part of the credentials submitted as offsetting unsatisfactory evidence or even failure in another part. If the candidate fails of admission in June she will not be debarred from taking examinations under the old system in September, but

Note.—A unit as defined by the College Entrance Examination Board represents a year's study in any subject in a secondary school, constituting approximately a quarter of a year's work.

she may not take the comprehensive examinations for admission under the new plan before June of the following year.

It is believed that this new type of admission combines the best elements of the present certificate system and of the examination system in that it requires the school record and estimate of character, and also demands examinations designed to test the candidate's intellectual power, not alone her memory of prescribed facts. Furthermore, the method offers the applicant the fullest opportunity to show her ability in subjects in which she believes herself best qualified.

This plan substitutes a uniform method of admission in place of the various certificate forms now used by many colleges and gives the school entire freedom in the sequence of its work, making no requirement of certain subjects in the last years.

DESCRIPTION OF COMPREHENSIVE EXAMINATIONS.*

ENGLISH

The purpose of this examination will be to test the ability of the candidate to define clearly in writing ideas gained both from books and from the life around her, and to read with accuracy and appreciation literature as varied in subject-matter and form as that listed under "Uniform Entrance Requirements in English." Accuracy in the technique of writing will be insisted upon, but no paper will be considered satisfactory which does not show, in addition to this accuracy, that the student is able to think for herself and to apply what she has learned to the solution of unexpected problems. Although knowledge of the subject-matter of the particular books prescribed in the "Uniform Entrance Requirements in English," is not necessary, yet the requisite ability can not be gained without a systematic and progressive study of good literature.

LATIN

The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons each week, extending through two, three, or four years.

^{*}Defined by the College Entrance Examination Board. 1919.

The paper will include passages of Latin prose and verse of varying degrees of difficulty to be translated at sight, and passages for Latin composition of varying degrees of difficulty. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as questions on the subject-matter, literary and historical, connected with the authors usually read in schools.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study; but a candidate who has studied Latin four years may not select the more elementary parts of the paper. The proper parts will be indicated on the

examination papers.

GREEK

The examination will be adapted to the proficiency of those who have studied Greek in a systematic school course of five exercises a week, extending through two or three school years.

The paper will include passages of simple Attic prose and of Homer to be translated at sight, and questions, based upon these passages, to afford the candidate means of showing her mastery of the ordinary forms, constructions, and idioms of the language. The paper will also include passages in English to be turned into Greek, and questions on prosody, on the Homeric poems, and on Homeric life.

FRENCH

The examination will be adapted to the proficiency of those who have studied French in school for two, three, or four years. The paper will include passages of French prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into French, and questions on grammar. Opportunity will be given to those who have had special training in French to show their ability to express themselves in that language.

GERMAN

The examination will be adapted to the proficiency of those who have studied German in school for two, three, or four years.

The paper will include passages of German prose or verse or

both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into German, and questions on grammar. Opportunity will be given to those who have had special training in German to show their ability to express themselves in that language.

SPANISH

The examination will be adapted to the proficiency of those who have studied Spanish in school for two, three, or four years. The paper will include passages of Spanish prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into Spanish, and questions on grammar. Opportunity will be given to those who have had special training in Spanish to show their ability to express themselves in that language.

MATHEMATICS

The examination will be adapted to the proficiency of those who have had not less than the usual school course in Elementary Mathematics, comprising Algebra through quadratics and Plane Geometry, and will also provide the means by which those who have extended their study to one or more branches of Advanced Mathematics, namely, Solid Geometry, Logarithms and Trigonometry, and Advanced Algebra, may exhibit their proficiency in any or all of these branches of Mathematics. There will be two papers, one for those who have had no instruction beyond Elementary Mathematics, and one for those whose instruction has gone farther. Every candidate who has received instruction beyond Elementary Mathematics will be expected to take the paper containing questions on Advanced Mathematics, and to devote at least half her time to those questions which are based on the advanced Mathematics she has studied.

HISTORY

The paper will consist of five divisions made up of questions on Ancient History, Medieval and Modern History, Modern European History (including English History from 1760), English History, and American History (including Civil Government). The questions on each division will be partly prescribed and partly optional. If the candidate has studied but one of the divisions, she will be expected to answer the prescribed questions on that division, one

of them being a map question. She should spend about two hours on these prescribed questions and should devote the remaining hour to the optional questions on the same division. If, on the other hand, the candidate has studied two or more of these divisions, she will be expected to answer, in addition to the prescribed questions on *one* of these divisions, questions on such other divisions as she may have studied.

In reading the papers, account will be taken of the year of the school program in which the subject has been studied. As further evidence of the candidate's proficiency, note-books may be sub-

mitted.

CHEMISTRY*

The examination will be adapted to the proficiency of those who have received systematic instruction in the principles of Chemistry and their application in a school course in which laboratory experiments are performed by the pupil. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer, and will require the recognition of the phenomena and of the laws that are of general significance, and the illustration of such phenomena and laws by well-chosen examples. It will include not only questions on the chemistry of laboratory practice, but also, in an elementary fashion, questions on the chemistry of the household and of industry.

PHYSICS*

The examination will be adapted to the proficiency of those who have had such a course of school training in the elementary facts and principles of Physics as is described in the detailed definition of Physics. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

BOTANY*

The examination will be adapted to the proficiency of those who have had such a course of school training in the elementary facts and principles of Botany as is described in the detailed definition of Botany. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

^{*}Science note-books may be submitted with a laboratory certificate endorsed by the teacher.

ENTRANCE REQUIREMENTS

FOR THE DEGREES OF BACHELOR OF ARTS (A.B.)

Prescribed

English	2 unita
	4 units
Major Language	
(Greek, French,	
Spanish)	German or
History	1 unit
Mathematics	unit

Electives

Two units must be chosen from the following subjects:

Minor Language2	units
(Not offered for Major	Lan-
guage)	
History 2	units
Solid Geometry	unit
Trigonometry	unit
Physics1	unit
Chemistry1	unit
Botany 1	unit
Zoölogy1	
Music 1	unit
Total 15%	
	-

BACHELOR OF LETTERS (B. Litt.)

Prescribed

English3 units
History1 unit
Major Language3 units
(Latin, Greek, French, German
Spanish or Italian)
Minor Language2 units
Latin must be either the Major
or Minor Language.

Electives

6½ units must be chosen from the following subjects:

Major Language3	units
Minor Language 2	units
History3	
Algebra	
Plane Geometry 1	unit
Physics1	
Chemistry 1	
Botany1	
Zoölogy1	unit
Music1	unit
Total151/2	units

BACHELOR OF SCIENCE (B. S.)

Prescribed

English	3	unite
		units
		units
German		
History		
Algebra—2d year		
Plane Geometry	-	
Solid Geometry	2	unit

Electives

One unit must be chosen from the following subjects:

Trigonometry 1/2	unit
Physics1	unit
Chemistry1	unit
General Biology1	unit
Botany1	unit
Zoölogy1	unit
	unita

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

College Entrance Examination Board Examination	TRINITY COLLEGE EXAMINATION
Subjects English, a and b History, a, b, c, or d Mathematics, a (i and ii) and c Latin, a (i and ii), b, c, d, l and m One of the following: Greek, a (i and ii), b, c, f, and g	Subjects Units = English 3 = History 1 = Mathematics 2½ = Latin 4 Major Requirement in one of the following: 4
French, a and b German, a and b Spanish Italian One subject from group I or two subjects	Spanish Italian Two units to be chosen from
from Group II: Group I: Greek, a (i and ii), b, f, and g French, a German, a	the following: The Minor Requirement in one of the languages not offered for major standing (Greek, or French, or German, or Spanish, or Italian)
Group II: History, a, or b, or c, or d (not offered above) Physics Chemistry Botany Zoölogy Music	>={

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects, according to the Old Plan, are divided into two groups as follows:

Preliminaries:

English 1—Grammar and Composition.

French minor except Prose Composition and the use of the spoken language.

German minor except Prose Composition and the use of the

spoken language.

Greek minor except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

Finals:

English 2—Reading and Study, including Composition.

French major requirement, the Prose Composition and use of the spoken language of the major requirement.

German major requirement, the Prose Composition and the use

of the spoken language of the major requirement.

Greek major, the Prose Composition of the major requirement.

History, second point. Latin Prose Composition.

Algebra, Botany, Chemistry, Physics, and Music.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken

during the last year. Candidates are advised to take English Composition and Algebra in the last year.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

- 1. The requirements for admission to the freshman class.
- 2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
- 3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

Advanced standing for college work without examinations is granted only to students who have completed at *least one year* in a college or university of high rank; otherwise advanced standing may be obtained only by examination.

No candidate may be admitted if her credentials show that half of her work has fallen below 75%, or that she is conditioned in even one college subject.

The acceptance of work is provisional. In case the character of a student's resident work in any subject is such as to create doubt as to the quality of that which preceded, the College reserves the right to revoke at any time any credit assigned and to exact examination in the same.

GENERAL REGULATIONS

At the beginning of the year, or as early as possible, before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1921 the entrance examinations will be held May 30 to June 4 and September 16 to September 21. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, one dollar should be forwarded.

By special arrangement entrance examinations may be taken in May at one of the Examination Centres. The September examinations must be taken at the College. There is a fee of six dollars for examinations whether taken at the Centres or at the College.

EXAMINATION CENTRES

The Visitation Academy,

St. Joseph's Academy,

Miss Nardin's Academy,

St. Peter's Academy,

The Academy of Notre Dame,

The Academy of Notre Dame,

The Academy of Notre Dame,

St. John's School,

Academy of the Faithful Companions of Jesus.

Mount St. Mary's Academy,

St. Joseph's Academy,

St. Teresa's School,

St. Mary's Academy,

Notre Dame Academy,

The Academy of Notre Dame,

The Academy of Our Lady of Mercy,

St. Joseph's Academy,

Mount Aloysius Academy,

Mount St. Mary's Seminary.

St. Mary's Academy,

The Academy of Notre Dame,

The Academy of Notre Dame,

The Ursuline Academy,

Brooklyn, N. Y., Second Ave. and 91st St.

Brentwood, L. I., St. Joseph's-in-the-Pines.

Buffalo, N. Y., Cleveland Ave.

Rome, N. Y.

Boston, Mass., The Fenway.

Roxbury, Mass., Washington St.

Lowell, Mass., Adams St.

Worcester, Mass., Vernon St.

Fitchburg, Mass.

Hookset Heights, N. H.

Deering, Maine.

Providence, R. I., Pope St.

New Haven, Conn., Orange St.

Waterbury, Conn.

Philadelphia, Pa., W. Rittenhouse Sq.

Pittsburgh, Pa., Fifth Ave.

Greensburg, Pa., Seton Hill.

Cresson, Pa.

Scranton, Pa., Adams Ave.

Wilkes-Barre, Pa.

Cincinnati, Ohio, Sixth St.

Cincinnati, Ohio, East Walnut Hills.

Cleveland, Ohio, Willson & Scoville Aves.

St. Joseph's Academy, Columbus, Ohio, Rich Street.

Mount DeSales Academy, Macon, Ga.
Nazareth Academy, Nazareth, Ky.

The Loretto Academy, Montgomery, Ala.

St. Xavier's Academy, Chicago, Ill., 4928 Evans Ave.

Academy of Our Lady of the

Sacred Heart, Peoria, Ill., Madison Ave. and Bryan St.

Villa de Chantal, Rock Island, Ill.

The Academy of the Visitation, St. Louis, Mo., Cabanné Place.

Mount St. Mary's Academy, Leavenworth, Kas.

Mount Carmel Academy, Wichita, Kas.

The Academy of the Visitation, St. Paul, Minn., University St.

Immaculate Conception

Academy, Davenport, Iowa.

The Academy of the Visitation, Dubuque, Iowa, Alta Vista St.

St. Joseph's Academy, Des Moines, Iowa.
St. Mary's Academy, Monroe, Mich.

Sacred Heart Academy, Grand Rapids, Mich.

Central High School, Yankton, S. Dak.

The Loretto Academy, Denver, Colo., Loretto Heights.

The Loretto Academy, Santa Fé, N. M.

The College of Notre Dame, San José, Calif., Santa Clara St.

The College of Notre Dame, San Francisco, Calif., Mission Dolores.

Immaculate Heart College, Hollywood, Calif.

The Mother-House Congregation Notre Dame, Montreal, Quebec.

SCHEDULE OF EXAMINATIONS MAY AND SEPTEMBER, 1921*

Monday, May 30.

9 A. M.—1 P. M.

Friday, Sept. 16.

English A. Grammar and Composition—two hours. English B. Reading and Study—two hours.

Comprehensive English—three hours.

2 P. M -- 6 P. M.

History, Ancient—two hours.

History, Medieval and Modern-two hours.

History, Modern European—two hours.

History, English-two hours.

History, American—two hours.

History, American and Civil Government—two hours.

Comprehensive History—three hours.

Tuesday, May 31.

9 A. M.—1 P. M.

Saturday, Sept. 17.

French A. Elementary, First and Second Years—two hours.

French B, Intermediary, Third Year—two hours. French B C, Intermediate and advanced, Third and Fourth Years—two

Spanish Elementary, First and Second Years—two hours.

Comprehensive French—three hours.

2 P. M.-6 P. M.

Mathematics A, Elementary Algebra Complete—three hours. Mathematics A1, Algebra to Quadratics—two hours. Mathematics A2, Quadratics and Beyond—two hours.

Comprehensive Mathematics—three hours.

Wednesday, June 1, 9 A. M.-1 P. M.

Monday, Sept. 19.

Latin 1, Grammar—one hour.

Latin 2, Elementary Prose Composition—one hour.

Latin 3. Cicero and Sight Translation of Prose-two hours.

^{*}Examinations in September are under the Old Plan.

2 P. M.-6 P. M.

Latin 4, Vergil and Sight Translation of Poetry—two hours. Latin 6, Advanced Prose Composition—one hour. Comprehensive Latin—three hours.

Thursday, June 2.

9 A. M.-1 P. M.

Tuesday, Sept. 20.

German, Elementary, First and Second Years—two hours. German, Intermediate, Third Year—two hours. German, Intermediate and Advanced, Third and Fourth Years—two

hours.
Comprehensive German—three hours.

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Wednesday Sept. 21.

4 P. M.

Biology—two hours.
Botany—two hours.
Chemistry—two hours.
Zoölogy—two hours.
Comprehensive Chemistry—three hours.

Friday May 28.
Tuesday, Sept. 20.

9 A. M.—1 P. M.

1 P. M.

Mathematics B, Advanced Algebra—two hours.
Mathematics C, Plane Geometry—two hours.
Mathematics D, Solid Geometry—two hours.
Mathematics E, Plane Trigonometry—two hours.

2 P. M.—6 P. M.

Greek A1, Grammar—one hour. Greek A2, Elementary Composition—one hour. Greek B, Xenophon's Anabasis—two hours. Greek C, Sight Translation—two hours. Greek D, Homer's Iliad—two hours. Comprehensive Greek—three hours.

Saturday, May 29. Saturday, Sept. 23. 9 A. M.—1 P. M.

Physics—two hours. Comprehensive Physics—three hours. Comprehensive Spanish—three hours.

DEFINITION OF REQUIREMENTS

REQUIREMENT, 1920-1922

The study of English in school has two main objects, which should be considered of equal importance: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation, and the development of the habit of reading good literature with enjoyment.

Grammar and Composition

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature

The second object is sought by means of the reading and study of a number of books from which may be framed a progressive course in literature. The student should be trained in reading aloud and should be encouraged to commit to memory notable passages both in verse and prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts of the lives of the authors whose works she reads and with their place in literary history. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

A few of these books should be read with special care, greater stress being laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions.

EXAMINATION, 1920-1922

Candidates will have the option of taking either of two examinations: (1) Comprehensive; (2) Restricted. The comprehensive examination is described on page 22. The following statements apply to the restricted examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

Grammar and Composition

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, and those good usages of modern English which one should know in distinction from current errors. The main test in composition will consist of one or more essays developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selections. She will not be expected to write more than four hundred words an hour.

Literature

The examination will include:

A. Questions designed to test such knowledge and appreciation of literature as may be gained by an intelligent reading of the books given in list A below.

B. A test on the books in List B below. This will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

Division of Examination

When parts A and B of the examination are taken at different times, each will include a test in grammar and composition.

LIST OF BOOKS, 1920-1922

A. BOOKS FOR READING

The books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except that for any book in Group I a book from any other may be substituted.

GROUP I-CLASSICS IN TRANSLATION

The Old Testament, at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther.

The Odyssey, with the omission, if desired, of Books I-V, XV, and XVI.

The Eneid.

The Odyssey and the *Eneid* should be in English translations of recognized literary excellence.

GROUP II .- DRAMA

Shakespeare: Merchant of Venice, As You Like It, Julius Cæsar.

GROUP III-PROSE FICTION

Dickens: A Tale of Two Cities.

George Eliot: Silas Marner. Scott: Quentin Durward.

Hawthorne: The House of the Seven Gables.

GROUP IV-ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: The Sir Roger de Coverley Papers.

Irving: The Sketch Book—selections covering about 175 pages.

Macaulay: Lord Clive.

Parkman: The Oregon Trail.

GROUP V-POETRY

Tennyson: The Coming of Arthur, Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur.

Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus"—, Instans Tyrannus.

Scott: The Lady of the Lake.

Coleridge: The Ancient Mariner, and Arnold: Sohrab and Rustum.

B. Books for Study

The books provided for study are arranged in four groups, from each of which one selection is to be made.

GROUP I-DRAMA

Shakespeare: Macbeth or Hamlet.

GROUP II-POETRY

Milton: L'Allegro, Il Penseroso, Comus.

Book IV of Palgrave's Golden Treasury (First Series), with special attention to Wordsworth, Keats, and Shelley.

GROUP III-ORATORY

Burke: Speech on Conciliation with America.

Washington's Farewell Address, Webster's First Bunker Hill Oration, and Lincoln's Gettysburg Address.

GROUP IV-ESSAYS

Macaulay: Life of Johnson.

Carlyle: Essay on Burns, with a brief selection from Burns's Poems.

REQUIREMENT, 1923-1925

Habits of correct, clear, and truthful expression. This part of the requirement calls for a carefully graded course in oral and written composition, and for instruction in the practical essentials of grammar, a study which ordinarily should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such elementary errors as personal speech-defects, foreign accent, and obscure enunciation.

Ability to read with intelligence and appreciation works of moderate difficulty; familiarity with a few masterpieces. This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first contains selections appropriate for the earlier years in the secondary school. These should be carefully read, in some cases studied, with a measure of thoroughness appropriate for immature minds. The second contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented at least by home reading on the part of the pupil and by class-room reading on the part of pupils and

instructor. It should be kept constantly in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

LIST OF BOOKS, 1923-1925

A. BOOKS FOR READING

From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

GROUP I

Dickens: A Tale of Two Cities. George Eliot: Silas Marner. Scott: Quentin Durward.

Stevenson: Treasure Island or Kidnapped. Hawthorne: The House of the Seven Gables.

GROUP II

Shakespeare: Merchant of Venice, Julius Cæsar, King Henry V, As You Like It.

GROUP III

Scott: The Lady of the Lake.

Coleridge: The Ancient Mariner; and Arnold: Sohrab and Rustum.

A collection of representative verse, narrative and lyric.

Tennyson: Idylls of the King (any four).

The *Eneid* or the *Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*.

GROUP IV

The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther).

Irving: The Sketch Book (about 175 pages).

Addison and Steele: The Sir Roger de Coverley Papers.

Macaulay: Lord Clive.
Parkman: The Oregon Trail.
Franklin: Autobiography.

GROUP V

A modern novel.

A collection of short stories (about 150 pages).

A collection of contemporary verse (about 150 pages).

A collection of prose writings on matters of current interest (about 150 pages). Two modern plays.

All selections from this group should be works of recognized excellence.

B. BOOKS FOR STUDY

One selection to be made from each group.

GROUP I

Shakespeare: Macbeth.

Hamlet.

GROUP II

Milton: L'Allegro, Il Penseroso, and either Comus or Lycidas.

Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus"—, Instans Tyrannus, One Word More.

GROUP III

Macaulay: Life of Johnson.

Carlyle: Essay on Burns, with a brief selection from Burns's Poems. Arnold: Wordsworth, with a brief selection from Wordsworth's Poems.

GROUP IV

Burke: Speech on Conciliation with America.

A collection of orations, to include at least Washington's Farewell Address, Webster's First Bunker Hill Oration, and Lincoln's Gettysburg Address.

EXAMINATION, 1923-1925

The examination will be in two parts. The first part will test powers of correct, clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will be provided. These may be suggested in part by the books recommended for reading, but a sufficient number from other sources will make it possible for the candidate to draw upon her own experience and

ideas. She will not be expected to compose at a more rapid rate than three hundred fifty words an hour, but her work must be free from common errors in grammar, idiom, spelling, and punctuation, and should show that she understands the principles of unity and coherence. In addition, questions may be asked on the practical essentials of grammar, such as the construction of words and the relation of various parts of a sentence to one another.

The second part will test the faithfulness with which the candidate has studied the works recommended for study and her ability to grasp quickly the meaning of a passage of prose or verse that she has not previously seen and to answer simple questions on its literary qualities. The examination may call also for the writing of a short composition.

In connection with the second part of the examination the candidate may be required by the college to submit a statement certified by her principal specifying what books she has read during her secondary school course, and indicating the quality and character of her spoken English.

HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814).

One unit.

MEDIEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time.

One unit.

ENGLISH HISTORY.

One unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT.

One unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

LATIN (4)

I. Amount and Range of the Reading Required.

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics and Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. Scope of the Examination.

- (1) Translation at Sight.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.
- (2) Prescribed Reading.—Candidates will be examined also upon the following prescribed reading: In 1920, 1921, and 1922. Cicero, the third oration against Catiline and the orations for Archias and Marcellus; Vergil, Eneid, II, III and VI. In 1923, 1924, and 1925. Cicero, the fourth oration against Catiline, and the oration for the Manilian Law; Vergil, Eneid, I and IV; Ovid, Metamorphoses, Book III, 1-137 (Cadmus); IV, 55-166 (Pyramus and Thisbe), and 663-764 (Perseus and Andromeda); VI, 165-312 (Niobe); VIII, 183-235 (Daedalus and Icarus); X, 1-77 (Orpheus and Eurydice); XI, 85-145 (Midas). Accompanying the different passages will be questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.
- (3) Grammar and Composition.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each

word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin she is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As an assignment of values, 1, 2, 3, and 4 are counted as one unit each; the total requirements to be counted as four units.

- Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- 2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- 3. Cicero (orations against Catiline for the Manilian Law and for Archias) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
- 4. Vergil (*Eneid*, I, II, and either IV or VI, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
- 5. Advanced Prose Composition (for advanced standing).

GREEK (2 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

Composition.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's Anabasis.

XENOPHON.

The first four books of the Anabasis.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3)

abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's Le Roi des Montagnes, Bruno's Le Tour de la France, Daudet's easier short tales, La Bédolière's La Mere Michel et son chat, Erkmann-Chatrain's stories, Foa's Contes biographiques and Le Petit Robinson de Paris, Foncin's Le pays de France, Labiche and Martin's La Poudre aux yeux and Le Voyage de M. Perrichon, Legouvé and Labiche's La Cigale chez les fourmis, Malot's Sans famille, Mariet's La Tâche du petit Pierre, extracts from Michelet Sarcey's Le Siège de Paris, Verne's Stories.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's Le Gendre de M. Poirier, Béranger's poems, Corneille's Le Cid and Horace, Coppée's poems,

Daudet's La Belle Nivernaise, La Brète's Mon Oncle et mon Curé, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's L'Avare and Le Bourgeois Gentilhomme, Racine's Athalie, Andromaque and Esther, Sandeau's Mademoiselle de la Seiglière, Scribe's plays, Thierry's Récits des temps mérovingiens, Thier's L'expédition de Bonaparte en Egypte, Vigny's La Canne de jonc.

GERMAN (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

The Work to be Done.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's Märchen and Bilderbuch ohne Bilder; Arnold's Fritz auf Ferien; Baumbach's Die Nonna and Der Schwiegersohn; Gerstäcker's Germelshausen; Heyse's L'Arrabbiata, Das Mädchen von Treppi and Anfang und Ende; Hillern's Höher als die Kirche; Jensen's Die braune Erica; Leander's Träumereien and Kleine Geschichten; Seidel's Märchen; Stökl's Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's Der zerbrochene Krug.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's Der Prozess, Der Weiberfeind, and Günstige Vorzeichen; Elz's Er ist nicht eifersüchtig; Wichert's An der Majorsecke; Wilhelmi's Einer muss heiraten. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's Mürchen, or Bilderbuch, or Leander's Träumereien, to the extent of, say, forty pages. After that such a story as Das kalte Herz, or Der zerbrochene Krug; then Höher als die Kirche, or Immensee; next a good story by Heyse, Baumbach, or Seidel; lastly Der Prozess.

Major Requirement (3)

The Aim of the Instruction.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes, with special reference to the infinitive and subjunctive, and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Eschenbach's Die Freiherren

von Gemperlein; Freytag's Die Journalisten and Bilder aus der deutschen Vergangenheit—for example, Karl der Grosse, Aus den Kreuzzügen, Aus dem Staat Friedrichs des Grossen; Fouqué's Undine; Gerstäcker's Irrfahrten; Hauff's Lichtenstein; Heine's poems; Hoffman's Historische Erzählungen; Lessing's Minna von Barnhelm; Meyer's Gustav Adolphs Page; Moser's Der Bibliothekar; Mosher's Wilkommen in Deutschland; Riehl's Novellen—for example, Burg Neideck, Der Fluch der Schönheit, Der stumme Ratsherr, Das Spielmannskind; Rosegger's Waldheimat; Schiller's Der Neffe als Onkel; Der Geisterseher, Das Lied von der Glocke, Balladen; Thiergen's Am deutschen Herde; Uhland's poems; Wildenbruch's Das edle Blut.

SPANISH (2)

THE AIM OF THE INSTRUCTION.—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

The Work to be Done.—During the first year the work should comprise (1) careful drill in pronunciation, (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful, thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A selection of easy short stories and lyrics, carefully graded: Perez Escrich, Fortuna; Ramos Carrion and Vital Aza, Zaragüeta; Palacio Valdés, Jose; Pedro de Alarcon, El Capitán Veneno; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's History of Spanish Literature.

ITALIAN (2)

THE AIM OF THE INSTRUCTION.—At the end of the course the pupil should be able to pronounce Italian accurately, to read at sight easy Italian prose, to put into Italian simple English sentences taken from the language of every-day life, or based upon a portion of the Italian texts read, and to answer correctly questions on the rudiments of the grammar, as defined below.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; (3) abundant exercises illustrating the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Italian of easy variations of the sentences read; (5) writing Italian from dictation.

During the second year the work should comprise: (1) the reading from 250 to 400 pages of modern prose from different authors and of easy poetry; (2) practice in translating Italian into English, and English variations of the text into Italian; (3) continued study of the elements of grammar and of syntax; mastery of all but the rare irregular verb forms and of the simpler uses of the moods and tenses; (5) writing Italian from dictation.

Suitable texts for the second year are: De Amicis, Cuore; and selections from Manzoni's Promessi Sposi.

MATHEMATICS (2½)

ALGEBRA.

i. ALGEBRA TO QUADRATICS.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the *n*th term and the sum of the terms of arithmetic and geometric progressions, with applications.

PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures, the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for two and a half years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

PHYSICS* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

- 1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
- Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
- 3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of,

^{*}The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

and as a part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY* (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

- 1. Individual laboratory work, comprising at least forty exercises.
- 2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
- 3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, lead, tin, iron, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur dioxide, sulphuric acid, hydrogen sulphide, sodium hydroxide, ammonium hydroxide.

^{*}The requirement in chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles' laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

- 1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
- Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
- 3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

^{*}For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—The General Principles of Plant Anatomy and Morphology.—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (e. g. Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Lillaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, Selaginella, a fern, a moss (Polytrichum or Funaria), a leafy hepatic, Marchantia, a mildew (Microsphaera), an agaric, Vaucheria, spirogyra, and a photophyte (Sphaerella).

Physiology.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

Ecology.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

ZOÖLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC

ENTRANCE REQUIREMENTS

A. THEORY.

The examination will consist:

- Of a written test in theory and will be adapted to the proficiency of those who have had one year's systematic training with one lesson a week of an hour's duration or its equivalent. The candidate should have acquired a knowledge of the rudiments of music scales, intervals and staff notation, including the terms and expression marks in common use.
- 2. Of a test in musical dictation of intervals and simple melodies.

B. PIANO.

The examination in this subject will consist of a test in scale playing: in octaves, third, sixth, tenth and in contrary motion. (The correct playing as to tone and evenness of the scale will be considered more than speed.) The applicant, further, must have acquired a knowledge of playing pieces, equivalent to the grade of Beethoven Op. 2, No. 1; Mozart, Fantasie, and Sonata C minor; Bach, the two-part Invention; Chopin, easier Preludes and Valses; Schumann, "Arabesques," "The Evening," and "Novelette" Eminor; McDowell, "Woodland Sketches"; Rubinstein, "Romance" E flat; etc. The applicant also has to prove her ability to play at sight compositions in the grade of the easier Mozart Overtures.

STUDENTS' ROOMS

Application for admission to the Freshman Class should be made as early as possible. On account of the limited number of rooms, it is advisable to make application at least a year in advance. After the regular list for a given year is closed, eligible students may be registered on a waiting list.

A place on the list of candidates for admission will not be reserved for an applicant whose credentials filed in July do not satisfactorily cover 13 of the $15\frac{1}{2}$ units required for admission. The Board of Admission require examination in September in all units not satisfactorily covered, and reserve the right to exclude any candidate whose preparation is in their judgment so

defective as to debar her from carrying successfully the work of the freshman year.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be held as security for damage to rooms, fittings or furniture, or for any indebtedness during the College course. If no indebtedness occur it will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the second semester of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room at any time during the year is required to pay an extra fee of ten dollars for the privilege of moving.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

The degree will not be granted to any student unless her College bills are paid before the examinations preceding Commencement.

EXPENSES

The charge for tuition for one year to all students is	200	00
From this there is no deduction in case of withdrawal.		
The charge for board for one year is	350	00
The charge for room for one year varies from	300	00
according to the size and situation of room		
Board in the Christmas vacation is charged extra per week	10	00
Dinner and luncheon to non-resident students for one year.	100	00
Laboratory Fee	15	00
Drawing or Painting for special students in art for one year	100	00
Drawing or Painting for students in the regular college course	50	00
Piano lessons and daily use of instrument for one year	120	00
Organ lessons and daily use of instrument for one year	100	00
Fee for the degree of Bachelor of Arts.	15	00
Fee for the degree of Master of Arts.	25	00
Certificate Fee	5	00
Library Fee per semester	5	00
Lecture Fee	5	00
Elocution per semester.	70	00
Gymnasium Fee per semester.	2	00
Use of Natatorium per semester	5	00
*Lessons in Swimming per semester	10	00

All students must pay one-half of the annual fee for tuition, board, and residence at entrance and the balance must be paid at the beginning of the second semester.

Payments must be made before a student can take her place in the class-room.

^{*}Required of all first-year students.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence at the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to a graduate of the Academy of Notre Dame, Philadelphia, Pennsylvania.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open for competition in May, 1925, to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia; subject temporarily to nomination of Trinity College.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island; open to students who are residents of Rhode Island.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarships, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents; open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Columbus Scholarship founded in 1911 by the Notre Dame Alumnae, Columbus, Ohio; open to a graduate of the Academy of Notre Dame, Columbus, Ohio.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912 by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

A Tuition Scholarship for Blind Students, founded in 1915; open to candidates throughout the United States. Competitive examinations will be held May, 1922. The successful candidate must obtain an average of, at least, 80 in the competition.

The James F. Walsh Tuition Scholarship, founded in 1916 by Mrs. James F. Walsh, in memory of her husband.

The Maria Sullivan Harrigan Scholarship, founded in 1919 by Mr. George M. Harrigan of Lowell, in memory of his wife; open to students who are residents of Lowell, Massachusetts.

The Sister Superior Julia Scholarship, established in 1921 by the Sisters of Notre Dame in memory of the Foundress of Trinity College; open to any pupil of Notre Dame in the United States.

An endowment of twelve thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of six thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin and English, which are prescribed studies, with electives from the following: Greek, German, French, Spanish, Italian, English Literature, Mathematics, History, History of Art, Elocution, and Music.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the general course, the prescribed studies of the group, and free electives.

Examinations in Course.—Two examinations, the mid-year and the final, are held in the classes every year.

Six weeks' continuous absence debars a student from all semester examinations. Absences in any course equivalent to one-third of the lessons will debar a student from examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent. A passing mark must be attained on all examinations in major subjects; and the average for each semester in these courses must be at least 75 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95-100 per cent; B, 85-95 per cent; C, 75-85 per cent; D, 65-75; E, 50-55 Conditioned; F, 0-50 Failure; Inc., Incomplete.

An undergraduate student who withdraws from the College is either—

- (a) In good standing; or-
- (b) On probation; or-
- (c) Dropped, for poor scholarship; or-
- (d) Dismissed, for misconduct.
- (a) A student in good standing is entitled to honorable dismissal in every sense of the term. She is eligible to continue her course at Trinity College whenever she may choose to do so.

(b) A student is on probation (i) if she has not removed her entrance conditions, or (ii) if during the last semester of her attendance she has not attained 75 per cent in one half of her courses, or in her major subjects.

(c) A student is *dropped* by rule if in two successive semesters she has failed to attain 75 per cent in one half of her courses. A student may be dropped by special vote of the faculty for very poor scholarship in any one semester. Such a student may not continue her course at Trinity College; but the college will interpose no objection to her admission to any other school.

(d) A student is dismissed for disciplinary reasons only.

REQUIREMENTS FOR DEGREES

BACHELOR OF ARTS (A. B.)

First Year	Second Year	Third Year	Fourth Year
Latin (4) Philosophy (2) Scripture (1) Religion (1)	English (2) 2 Majors (6) Science (4) Philosophy (2) Scripture (1)	English	Units Philosophy (3) Church History (1) Amer. History (2) Religion (1) Electives (8)

BACHELOR OF LETTERS* (B. Litt.)

First Year	Second Year	Third Year	Fourth Year
Units (3) Mod. Languages (6) Philosophy (2) Scripture (1) Religion (1) Electives (4)	Units English (4) Mod. Languages. (6) Philosophy (2) Scripture. (1) Religion. (1) Electives. (4)	Philosophy	Units

BACHELOR OF SCIENCE (B. S.)

First Year	Second Year	Third Year	Fourth Year
Mathematics (3) Science (4) Scripture (1)	Mod. Languages (3) Majors (7 or 8) Philosophy	Majors	Units Units (5)

^{*}Two years of college work in French and German or Spanish or Italian are required.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.). Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: with distinction (cum laude); with high distinction (magna cum laude); with highest distinction (summa cum laude).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

GRADUATE WORK*

Candidates for the degree of Master of Arts or of Master of Science must be graduates of Trinity College or of some other college of satisfactory standing, and must give evidence of ability to pursue advanced studies.

The work of the candidate for the master's degree is the equivalent of twelve class hours for at least one year.

The courses leading to this degree consist of a major (8 hours) and a closely related minor (4 hours) in another department. When, however, the department of the major includes several lines of work, the minor also may be selected from this department, provided that the minor differs in character from the major. In order

^{*}For a more detailed statement of the requirements, see the Circular on Graduate Work.

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to elect a subject as a major, the candidate must have completed in her undergraduate work the maximum Trinity requirement (16 to 26 semester hours) in that particular subject. Only advanced courses may be chosen for the major; but with special permission from the professor of the major subject and of the Committee on Degrees, courses regularly open to underclassmen may be counted towards the minor. The choice of major and minor subjects must be approved by the professors in charge of the work and by the Committee on Degrees. An oral examination is required in the major subject, and either an oral or a written examination in the minor.

The candidate must present a paper embodying the results of the special study or research included in her major subject. A bound typewritten copy of this paper in its accepted form must be presented to the College Library before the degree is conferred.

Students who have received the Master's degree from Trinity College, or any other college of satisfactory standing may complete their studies at Trinity for the degree of Ph. D. This graduate work is done under the direction of Professors of the University who are on the Faculty of Trinity, and the degree is conferred by the Catholic University.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

GROUPS

The courses of instruction offered by the College are arranged in eight groups, each of which receives its name from the two principal subjects: e. g., the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow.

GREEK AND LATIN

SOPHOMORE YEAR

GREEK. RELIGION.

LATIN. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

Electives:

PSYCHOLOGY. German. French. Spanish. Italian.

Mathematics. History. Economics.

Sociology. History of Art. ENGLISH

JUNIOR YEAR

GREEK. RELIGION.

PHILOSOPHY. LATIN.

PSYCHOLOGY. ELECTIVES:

German. French. Spanish. Italian. History. Mathematics. CHURCH HISTORY. Economics.

Science. Education. Sociology.

ENGLISH. History of Art.

SENIOR YEAR

RELIGION. GREEK.

LATIN. CHURCH HISTORY.

ELECTIVES:

PHILOSOPHY. German. French. Italian. English. Spanish. Science. Mathematics. History.

PSYCHOLOGY. Economics.

Philosophy. Education.

Sociology. History of Art. HISTORY.

LATIN AND GERMAN

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

GERMAN

PHILOSOPHY.

SCIENCE. ELECTIVES:

PSYCHOLOGY.

Greek. French. Spanish. Italian.

Mathematics. History.

ENGLISH.

Economics. Sociology. History of Art.

JUNIOR YEAR

RELIGION.

LATIN.

CHURCH HISTORY.

GERMAN.

PHILOSOPHY.

Electives:

PSYCHOLOGY.

Greek. French. Spanish. Italian. Science. History. Mathematics. Education. Economics.

Sociology.

ENGLISH

History of Art.

SENIOR YEAR

RELIGION.

LATIN.

CHURCH HISTORY.

GERMAN.

PHILOSOPHY.

PSYCHOLOGY.

Electives:

Greek. French. Italian. Spanish. English Science. Mathematics. History.

Economics.

Philosophy. Education. Sociology. History of Art.

HISTORY.

LATIN AND FRENCH

SOPHOMORE YEAR

LATIN. RELIGION.

FRENCH. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

Greek. German. Spanish. Italian. Mathematics. History. PSYCHOLOGY.

Electives:

Economics. Sociology. History of Art. ENGLISH.

JUNIOR YEAR

LATIN. RELIGION

PHILOSOPHY. FRENCH.

PSYCHOLOGY. Electives:

Greek. German. Spanish. Italian. History. Mathematics.

CHURCH HISTORY.

Economics.

Science. Education. Sociology.

ENGLISH. History of Art.

SENIOR YEAR

LATIN. RELIGION.

FRENCH. CHURCH HISTORY

Electives: PHILOSOPHY.

Greek. German. Italian. Spanish. English. Science. Mathematics. History.

Psychology. Economics.

Philosophy. Education. Sociology. History of Art. HISTORY.

LATIN AND ENGLISH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

ENGLISH. Rhetoric and Composition. Literature.

Philosophy.

PHILOSOPHY.

ELECTIVES:

PSYCHOLOGY

Greek. German. French. Italian. Spanish. Economics.

Sociology.
History. Mathematics.
History of Art.

SCIENCE.

JUNIOR YEAR

RELIGION.

LATIN.

ENGLISH.

PHILOSOPHY.

Rhetoric and Composition.

Literature. Philology.

Electives:

PSYCHOLOGY.

Greek, German, French,

Italian. Spanish. History. Mathematics. Science. Education. Economics.

Sociology.

History of Art.

CHURCH HISTORY.

SENIOR YEAR

RELIGION.

LATIN.

CHURCH HISTORY.

ENGLISH.

ELECTIVES:

PHILOSOPHY.

PSYCHOLOGY.

Greek. German. French. Italian. Spanish. Science. Mathematics. History.

Economics.

Philosophy. Education.

HISTORY.

Sociology. History of Art.

GERMAN AND FRENCH

SOPHOMORE YEAR

RELIGION. GERMAN.

FRENCH. SACRED SCRIPTURE.

SCIENCE. PHILOSOPHY.

ELECTIVES:

Greek. Latin. Spanish. Italian. PSYCHOLOGY.

Mathematics. History.

Economics.

Sociology. History of Art. ENGLISH.

JUNIOR YEAR

RELIGION. GERMAN.

PHILOSOPHY. FRENCH.

CHURCH HISTORY. Electives:

Greek. Latin. Spanish. Italian. History. Mathematics. PSYCHOLOGY.

Science. Education. Economics. Sociology. History of Art.

ENGLISH.

SENIOR YEAR

GERMAN. RELIGION.

FRENCH. CHURCH HISTORY.

Electives: PHILOSOPHY.

Greek. Latin. Italian. Spanish. English. Science. Mathematics. History.

PSYCHOLOGY. Economics. Philosophy. Education.

Sociology.

History of Art. HISTORY.

ENGLISH AND GERMAN

SOPHOMORE YEAR

ENGLISH RELIGION.

Rhetoric and Composition.

Literature. Philology.

GERMAN. PHILOSOPHY.

ELECTIVES:

Greek. Latin. French. PSYCHOLOGY. Italian. Spanish.

Mathematics. History.

Economics. SCIENCE.

Sociology. History of Art.

JUNIOR YEAR

RELIGION. ENGLISH.

Rhetoric and Composition.

Literature. Philology.

PHILOSOPHY.

SACRED SCRIPTURE.

GERMAN.

ELECTIVES: PSYCHOLOGY.

Greek. Latin. French. Italian. Spanish.

Mathematics. History. Science. Economics. Sociology.

Education. History of Art.

SENIOR YEAR

RELIGION. ENGLISH.

GERMAN.

CHURCH HISTORY.

CHURCH HISTORY.

ELECTIVES:

Greek. Latin. French. PHILOSOPHY. Italian. Spanish. Science. Mathematics. History.

Economics.

Philosophy. Education.

Sociology. History of Art.

HISTORY.

PSYCHOLOGY.

ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION. ENGLISH.

Rhetoric and Composition.

Literature. Philology.

FRENCH.

PHILOSOPHY. ELECTIVES:

Greek. Latin. German. PSYCHOLOGY. Italian. Spanish. History.

Economics. Mathematics. Sociology. History of Art.

SCIENCE.

JUNIOR YEAR

ENGLISH. RELIGION.

Rhetoric and Composition.

Literature. Philology.

PHILOSOPHY. FRENCH.

ELECTIVES: PSYCHOLOGY.

Greek. Latin. German. Italian. Spanish.

Mathematics. History. Science. Economics. Sociology. Education. History of Art.

CHURCH HISTORY.

SACRED SCRIPTURE.

SENIOR YEAR

ENGLISH. RELIGION.

FRENCH. CHURCH HISTORY.

ELECTIVES:

Greek. Latin. German. Italian. Spanish. Science. PHILOSOPHY.

Mathematics. History. Economics. PSYCHOLOGY. Philosophy. Education.

Sociology.

History of Art. HISTORY.

HISTORY AND THE SOCIAL SCIENCES

SOPHOMORE YEAR

RELIGION.

HISTORY.

Modern History.

SACRED SCRIPTURE.

SOCIAL SCIENCE. Elements of Sociology.

PHILOSOPHY.

ELECTIVES:

History of Art.

PRYCHOLOGY.

Elements of Economics. Greek. Latin. German. French. Italian. Spanish. Mathematics.

ENGLISH.

SCIENCE.

JUNIOR YEAR

RELIGION.

HISTORY.

American Political History.

PHILOSOPHY.

SOCIAL SCIENCE.

ELECTIVES:

CHURCH HISTORY.

Comparative Study of Modern Governments.

Irish History. English History.

PSYCHOLOGY.

History of Art. Greek. Latin. German. French. Spanish. Italian. Science.

Education.

Economics.

ENGLISH.

SENIOR YEAR

RELIGION.

HISTORY.

American Constitutional History.

SOCIAL SCIENCE.

CHURCH HISTORY.

Comparative Study of Modern Governments.

ELECTIVES:

History of XIX Century. Contemporary History.

Economics. Sociology.

Greek. Latin. German. French. Spanish. Italian. English. Philosophy. Education.

PSYCHOLOGY.

PHILOSOPHY.

History of Art.

COURSES OF STUDY

BIOLOGY

- 1. GENERAL BIOLOGY.
 - This course includes elementary botany and elementary zoölogy. It is designed to acquaint the student with the fundamental principles of biology for general education and as a preparation for further study of botany and zoölogy.

An elementary knowledge of physics and chemistry is desirable.

Open to Sophomores.

Six hours weekly.

2. MORPHOLOGY OF HIGHER PLANTS.

A study of the anatomy and histology of the Spermatophytes.

One semester, six hours weekly.

Prerequisite, course 1 or equivalent.

3. Physiology, Ecology, and Distribution of Higher Plants. In this course plant metabolism, respiration, and nutrition are considered in conjunction with ecology and distribution. Experimental demonstrations of the more complex plant functionings are made in class.

One semester, six hours weekly.

Prerequisite, Course 2.

4. Morphology of Algae, Mosses, and Ferns.

A study of the structure and development of the typical genera of Algae, Bryophytes, and Pteridophytes.

One semester, six hours weekly.

Prerequisite, Course 1 or equivalent.

5. Morphology of Fungi.

A study of the structure and development of representative Fungi.

One semester, six hours weekly.

Prerequisite, Course 4.

6. BACTERIOLOGY.

This course includes practice in general laboratory methods, preparation of cultures, and staining of a number of non-pathogenic and a few pathogenic forms. Bacteria concerned in fermentation and putrefaction are considered somewhat in detail.

One semester, six hours weekly.

7. Comparative Morphology of Vertebrates.

A course in the comparative anatomy and physiology of representative vertebrate forms, such as dogfish, necturus, turtle, pigeon, and cat.

Prerequisite, Course 1.

Six hours weekly.

8. HISTOLOGY AND MICROSCOPIC TECHNIQUE.

A study of the histological structure of the cell, tissues, and organs of vertebrates. Instruction and practice in the usual methods of histological technique are offered.

Prerequisite, Course 1.

One semester, six hours weekly.

9. Embryology.

This course is devoted to the study of the vertebrate embryos, frog, chick, and pig. Fertilization, cleavage, and stages up to gastrulation are studied in Ascaris, Asterias, and Amphioxus.

Prerequisite, Course 7.

Six hours weekly.

10. NEUROLOGY.

A study of the gross structure of the human brain, and the histological structure of the nerve cell, cord, and brain. The work of the course is entirely individual, and will serve as an adequate preparation for work in Psychology.

Three hours weekly.

11. ELEMENTARY PHYSIOLOGY.

An outline of the general principles of physiology is given in this course. Laboratory work consists of experiments on nerve, muscle, sense organs, respiration, circulation, and nutrition.

Five hours weekly.

12. Microscopic Drawing.

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope, and to accuracy of detail in representing them in pen and ink, pastel and water colors.

Recommended to students taking Courses 8, 9, 10.

13. Seminar.

Biological topics of general interest to students in Biology, Philosophy, Psychology, and Education are treated in the seminar

One hour weekly.

CHEMISTRY

- 1. Inorganic Chemistry.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice. Open to Sophomores.

 Five hours weekly.
- 2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studies in their qualitative relations.

 First semester, seven hours weekly.

 Open to students who have completed 1.
- 3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis. Second semester, seven hours weekly. Open to students who have completed 2.
- 4. Organic Chemistry.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

 Open to students who have completed 1. Five hours weekly.

- 5. Advanced Inorganic Chemistry.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
- 6. Physical Chemistry.—Lectures, recitations, laboratory work.

 Four hours weekly.

 Open to students who have completed 3, 4 and Physics 1.
- 7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.

 One semester, two hours weekly.

 Open to students who have completed 1.
- 8. Food Chemistry.—A study of the chemistry of proteins, fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc.

 The adulteration, sterilization and preservation of foods.

 One hour weekly.
- 9. The Teaching of Chemistry.—Lectures, recitations, and practice work.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading, or imperfect in historical literature, to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems, and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition, and services of Christian women as exemplified in the history of Catholicism.

- 1 a. The Church in the Graeco-Roman World. (A. D. 29-476) The foundation of the Christian religion, the spirit of the Church; the constitution of the Church, the sufferings of the early church; the Christian writings of the first three centuries. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the transition from imperial to barbarian society.
 - b. The Church in the Middle Ages. (A. D. 476–1303) The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms. The empire of Charlemagne and the temporal power of the Pope; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations.
 - c. (A. D. 1303–1517) The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism.
- 2 a. (A. D. 1517-1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
 - b. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
 - c. (1789-1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.
 Prescribed for Juniors and Seniors.

 One hour weekly.

ECONOMICS

1. *Elementary Economics.—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

One year, two hours weekly.

Open to Sophomores, Juniors, Seniors.

2. Industrial History of England.—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system.

First semester, two hours weekly.

Open to students who have taken Economics 1.

3. Industrial History of the United States.—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff, and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement, and the background of recent social legislation.

Second semester, two hours weekly.

EDUCATION

1. HISTORY, ANCIENT AND MEDIÆVAL.

a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational

ideals and methods; works on education.

b. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian Rhetors.

c. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

Elective for Seniors.

First semester, two hours weekly.

^{*}Economics 1 and History 1 are prerequisites for major work in Economics.

2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Elective for Seniors.

Second semester, two hours weekly.

3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

Elective for Juniors.

First semester, two hours weekly.

4. THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Elective for Juniors.

Second semester, two hours weekly.

5. THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

Elective for Seniors.

First semester, two hours weekly.

6. GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Elective for Seniors.

Second semester, two hours weekly.

7. SCHOOL ADMINISTRATION AND MANAGEMENT.

Administration and organization of State and parish schools in the United States; principles and practice of supervision in the offices of the superintendent and other supervisory officials; certification of teachers; standardizing processes; curricula and textbooks; school construction, equipment, and review of class management.

Elective for Juniors.

Two hours weekly.

A certificate will be given to students who have attained an average of 75 per cent in the several courses of this Department, together with Logic, General Psychology and Ethics. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

ELOCUTION

1. Physiology of the voice. Production and placement of tone and resonance. Practical study of phonetics, leading to the standard pronunciation of English.

Study of the elements of vocal expression, quality, inflection,

pitch, time, etc.

Individual practise by means of short passages of literature. A note book of the course is required.

2. Advanced work in the technique of voice. Emotional element in speech, use of tone color, pause, etc.

Fundamentals of gesture, elementary pantomime, life studies.

The study and presentation of a play.

3. Study of the classification of literature for interpretative purposes. Short poems of Browning, Tennyson, etc., are used for text.

Training in delineation of types of character.

Study of the scenes from classic drama.

Presentation of a play by the students of the course.

Open only to students who have completed 1 or 2.

4. This course emphasizes dramatic training. Interpretation of scenes and plays. Shakespeare plays are used for text. Two plays are studied and presented during the course. Open only to students who have completed 2 or 3.

ENGLISH

31.* Rhetoric and Composition. Constant practice in writing, especially in exposition. Critical reading of some modern essays, oral composition, class criticism, conferences, and occasional supplementary lectures.

Prescribed for Freshmen. First semester, three hours weekly.

32.* Argumentation. Critical study of selected arguments.

Analysis of topics drawn from history and contemporary thought. At least one long brief and the corresponding forensic. Class debates.

Prescribed for Freshmen. Second semester, three hours weekly.

4. Versification. English poetry studied from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of verse.

One hour weekly.

Prescribed in the first semester for Juniors making English a major.

- 5. Advanced composition. Two hours weekly.

 Open to students who are taking no other composition course.
- 6. Prose composition. This course is designed to meet the individual needs of students.

 One hour weekly.
- 7 a. Short Story writing.

 Open to Seniors.

One hour weekly.

7 b. Essay writing.

Open to Seniors.

One hour weekly.

8. Chaucer and Spenser. A study of the best known of the Canterbury Tales, with attention to their sources, language, and grammar. One book of the Faery Queene.

Second semester, two hours weekly.

Prescribed for Sophomores making English a major.

^{*}Any student whose average in 31 or 32 is below 75 % must take English 6 in her sophomore year. Unsatisfactory English presented in a course in any other department may result in a condition in English.

English 83

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

Second semester, one hour weekly.

Prescribed for Sophomores making English a major.

10. Shakespeare. Life and works. Detailed study of four plays, with reading and discussion of the most important histories, comedies, and tragedies.

First semester, two hours weekly.

Prescribed for Juniors making English a major.

- 11. Milton. His life, purpose, and achievement. Study of Paradise Lost, Paradise Regained, and Samson Agonistes. Open to Juniors. Second semester, one hour weekly.
- 13.* Survey of English Literature from the Restoration to 1780. Special study of Dryden, Pope, and Johnson.

Second semester, two hours weekly.

Prescribed for Juniors making English a major.

41. English Literature from the Renaissance to the Eighteenth Century. A study of religious, social, and political ideas as revealed in the writings of this period, with special attention to the development of the ideals of modern democracy.

Prescribed for Sophomores. First semester, two hours weekly.

42. The Eighteenth Century and the Era of Revolution. A continuation of Course 41. Pope, Addison, and other writers are studied principally in their criticism of social life and in their political ideals. The desire for liberty is traced in the English poets from Burns to Wordsworth, and in political writers on both sides of the Atlantic.

Prescribed for Sophomores. Second semester, two hours weekly.

15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Tennyson. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson.

Prescribed for Juniors.

Two hours weekly.

^{*}Not to be given after 1921-22.

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nineteenth century poet.

16. Seminar in Recent Literature, with special attention to Contemporary Drama in the second semester. Open to Juniors. One hour weekly.

18. An intensive study of Tennyson, Browning, or some other

Open to Seniors.

One hour weekly.

- 19. Prose Fiction. Jane Austen, Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least two novels by each of the authors named above. Open to Seniors. Three hours weekly.
- 20. English Prose, exclusive of fiction, from the founding of the Edinburgh Review to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Stevenson, Cardinal Newman.

 Two hours weekly.
- 21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists. Open to Freshmen. Three hours weekly.
- 24. Historical English. A survey of the history of the English language. Introduction to Old English grammar. Cook, First Book in Old English. First semester, three hours weekly.

Prescribed for Sophomores making English a major.

25. Old English prose and verse. Bright, Anglo-Saxon Reader. Beowulf.

Prerequisite, English 24 or 27.

Two hours weekly.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied.

Two hours weekly.

Primarily for graduates, but open to undergraduates who have completed English 25.

FRENCH 85

27. Brief course in Old English grammar and literature.

Three hours weekly.

Designed for students making English a major who are unable to follow English 24.

The English Department reserves the right to withdraw any

elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English. Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

FRENCH

1. Elementary Course. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language

and some facility in French conversation.

Three hours weekly.

Open to students who did not present French.

- 2. Prose composition. Special study of syntax. Reading of Selections, prose and poetry, committed modern authors. to memory. Three hours weekly. Open to students who presented minor requirements in French.
- 3. Grammar, reading, dictation. Three hours weekly. Open to students who presented major requirements in French, but who have not had sufficient practice in speaking the language.
- 4. Advanced French composition and reading. Open to students who have completed 3 or 5. Two hours weekly.
- 5. Advanced grammar and composition. Modern prose. A general survey of French literature from the beginning through the seventeenth century. Practice in speaking French.

Three hours weekly.

Open to students who presented major requirements in French

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- 6. Advanced grammar and composition. A general survey of French literature in the eighteenth and nineteenth centuries. Recitations, lectures, and collateral reading.

 Open to students who have completed 5. Three hours weekly.
- 7. Original prose: description and narration
 Open to students who have completed 6. One hour weekly.
- Elementary French conversation and composition. Talks on assigned readings.
 One hour weekly.
 Open to students with permission of the Professor.
- 9. Advanced French conversation and composition. Discussion on current topics.

 One hour weekly.

 Open to students with permission of the Professor.
- French social life and manners. Advanced conversation and composition.
 One hour weekly.

 Prescribed for students making French a major.
- French drama. Lectures, recitations and collateral reading.
 Two hours weekly.

 Prescribed for students who have completed 6.
- 12. Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries.

 One hour weekly.

 Open to students who have completed 6 and 11.
- 13. The French Novel. Lectures and collateral reading.

 Open to students who have completed 6. Two hours weekly.
- 14. Special study of the writers of the nineteenth century. Lectures and collateral reading.

 Two hours weekly.

 Open to students who have completed 6 and 11.
- 15. French Epic Poetry with special study of Victor Hugo and Lamartine.
 Open to students who have completed 11.
 One hour weekly.

- 16. Lyric Poetry with introduction to French versification. Second semester, one hour weekly.
 - Open to students who have completed 11 and 15.
- 17. A rapid review of French literature dealing only with writers of first importance.

One hour weekly.

Open to all students with permission of the Professor.

18. Special course in pronunciation and elocution. One hour weekly.

Open to all students with permission of the Professor.

- 20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching. One hour weekly. Open to Seniors with permission of the Professor.
- 21. A short course. Reading, prose composition, and conversation. Open to Juniors and Seniors. Two hours weekly.
- 22. Scientific French. Readings in scientific literature.

One hour weekly.

GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

23. The French Novel from J. J. Rousseau to René Bazin. Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand and the English Influence, Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet.

Two hours weekly.

24. Literary criticism in France since the seventeenth century. Special study of the Querelle des Anciens et des Modernes. Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet. Two hours weekly.

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25. Literature of the French Salons; with a special study of the literary women of the seventeenth century.

Two hours weekly.

- 26. Parallel between Corneille and Racine, with a careful study of three tragedies of each. Three hours weekly.
- 27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force, and ease, the results of thinking connectedly in French. Three hours weekly.

28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée.

Three hours weekly.

GERMAN

- 1. Grammar. Readings and selected lyrics with practice in writing and speaking German. Three hours weekly. Open to students who did not present German at entrance.
- 2. Grammar. Prose composition. Reading. Conversation. First semester, five hours weekly. Open to students who presented minor requirements in German.
- 3. Grammar. Prose composition. Modern and classical prose and verse. Second semester, five hours weekly. Open to students who completed 2 or equivalent.
- 4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading. Three hours weekly. Open to students who presented major requirements in German.
- 5. Grammar. Prose composition. This course is designed to meet individual needs of students. Open to Freshmen and Sophomores. One hour weekly.

German 89

6. The Classical Drama.

Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's *Technik des Dramas*.

Two hours weekly.

Open to students who completed 3 or 4.

7. Kleist and Grillparzer.

A study of their life and works.

Two hours weekly.

Open to students who completed 3 or 4.

8. Scientific German.

Readings in current scientific literature.

Three hours weekly.

Primarily for students in scientific groups.

9. General Survey of German Literature.

Two hours weekly.

Open to students who completed 6 or 7.

German Conversation.
 Discussion of current events and assigned topics.

Open to all students in German.

One hour weekly.

25. Commercial German.

The writing of business letters with attention to commercial phraseology and forms.

Two hours weekly.

Open to all students who completed 4 or equivalent.

11. Nineteenth Century Drama.

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others.

Open to Seniors.

Two hours weekly.

12. Nineteenth Century Novel.

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Freytag, Herbert, Keller, and others.

Open to Seniors. Two hours weekly.

13. Gramma: Review.

A detailed discussion of theoretical grammar from the standpoint of the high school teacher.

One hour weekly.

Prescribed for Seniors making German a major.

14. Modern German Poetry.

Weber's Dreizehnlinden, Scheffel's Trompeter von Säkkingen and other epic poems.

Two hours weekly.

15. German Lyric Poetry since the time of Goethe. Special attention will be given to the study of rhythm and metre.

Two hours weekly.

16. Romantic Writers.

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland.

Two hours weekly.

17. Middle High German.

Grammar and reading of Middle High German texts.

Two hours weekly.

18. Germanic Mythology and Antiquities.

One hour weekly.

19. History of German culture from the close of the Thirty Years' War to the close of the nineteenth century. Lectures and assigned readings.

Two hours weekly.

20. Middle High German (second-year course). Critical study of the court epics and the Minnesingers. Two hours weekly.

21. Old High German. Braune, Althochdeutsches Lesebuch. Two hours weekly.

22. History of the German Language. Lectures and readings with special reference to Modern High German.

One hour weekly.

23. Seminar in German Literature.

The aim is to train graduate students in the scientific methods of the historical and critical study of literature. Two hours weekly.

Greek 91

24. German Literary Criticism.

The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered.

One hour weekly.

GREEK

1. Grammar. Exercises in writing Greek. Xenophon, Anabasis. General introduction to the study of Greek.

Five hours weekly.

Open to students who did not present Greek at entrance.

2. Xenophon, Anabasis continued. Homer, Iliad. Elementary prose composition.

Five hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

3. New Testament Greek. Selections from the Christian writers.

Three hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

4. Homer, Odyssey. Books I, II, VI, and VII. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

5. Lysias, Orations, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, Apology and Crito. Prose composition. Lectures—The Philosophy of Plato.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

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7. Euripides, Medea, Alcestis and Hecuba. Prose composition. Lectures—The Rise and Development of Tragedy.

Three hours weekly.

Prescribed for Sophomores in the Greek Groups.

8. Sophocles, Antigone, Œdipus Tyrannus, or Electra. Advanced prose composition.

Lectures—The Greek Dramatists.

 $\label{eq:one_semester} One \ semester, \ three \ hours \ weekly.$ Open to Juniors in the Greek groups.

- 9. Lyric and Bucolic Poetry. Advanced Prose composition. Lectures—The Elegy. The Dorian, Æolian, and Alexandrine Schools.

 One semester, three hours weekly.

 Open to Juniors in the Greek groups.
- 10. Aristophanes, Selections. Advanced prose composition. Lectures—The Attic Comedy.

 One semester, three hours weekly.

 Open to Juniors in the Greek groups.
- 11. Plato, Republic.
 Open to Juniors in the Greek Groups.

 Two hours weekly.
- 12. Aristotle, Poetics.

 One semester, three hours weekly.

 Open to Seniors who have finished the requirements of the Greek groups.
- 13. Thucydides, Book VII. One semester, two hours weekly.

 Open to Seniors who have finished the requirements of the Greek groups.
- 14. Æschylus, Agamemnon and Seven Against Thebes. One semester, three hours weekly. Open to Seniors who have finished the requirements of the Greek groups.
- 15. Pindar, Selected Odes.

 One semester, two hours weekly.

 Open to Seniors who have finished the requirements of the Greek groups.
- 16. Lucian, The Dream, Dialogues of the Dead, The Sale of the Philosophers. One semester, two hours weekly. Open to Juniors or Seniors.

History 93

17. Homer, Iliad, Books XVIII-XXIV.

Open to Juniors or Seniors.

One semester, two hours weekly.

18. General review of Greek literature. Greek syntax.

One hour weekly.

Open to Seniors who have finished the requirements of the Greek groups.

19. Greek History from original sources. One hour weekly. Open to all students in Greek except Freshmen.

20. Greek Myths.

One hour weekly.

Open to all students except Freshmen.

21. In 1922–1923 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.

This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.

For Graduates.

Five hours weekly.

HISTORY

The object of the course in History is three-fold; to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations

and private readings.

1. Mediæval History to 1517.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to the study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course:—the

Teutonic nations; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System; the extension of Mohammedanism; the scope and results of the Crusades; the Hundred Years' War; the revival of classical learning; the geographical discoveries.

Open to Freshmen.*

Two hours weekly.

2. European History 1517–1815.—This course traces the history of Europe to the close of Napoleon's career. Attention is devoted to the following topics:—the political changes caused by the Reformation; England in the era of religious revolution; the Thirty Years' War; the Age of Louis XIV; the rise of Prussia; the Seven Years' War; the expansion of England; the causes, principles, and chief events of the French Revolution; the rise of Napoleon; the establishment of the Empire; the Napoleonic era in its French and European aspects.

Open to Sophomores.

Two hours weekly.

3. HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century. It includes the following topics:—the Congress of Vienna; the epoch of reform in England; Ireland and Home Rule; the political changes in France; the rise and development of contemporary Germany; the creation of united Italy and the loss of the temporal power of the Popes; the rise of Japan; the relations between Russia, Turkey and the Balkan States.

Open to Juniors and Seniors.

Two hours weekly.

4. Contemporary History.—This course deals with current history and is designed to give the student a knowledge of present day events.

Open to Juniors and Seniors.

One hour weekly.

5. AMERICAN POLITICAL HISTORY TO 1861.—This course is designed to give the student a general knowledge of American Political History from the period of discoveries to the beginning of the Civil War. The following are among the subjects

^{*}History 1 and History of Art 5 are prerequisites to later elections, if such elections are to be recognized as major work in history.

considered:—Spain, France, and England in North America; intercolonial wars; the causes and events of the American Revolution; the United States under the Articles of Confederation; the Constitution; the causes and results of the war of 1812; the Jacksonian epoch; the War with Mexico.

Open to Juniors.

First semester, two hours weekly.

AMERICAN POLITICAL HISTORY FROM 1861 TO THE PRESENT DAY.—Among the subjects considered in this course are the following:—the controversy over slavery; the question of secession; the Civil War and the period of reconstruction; the commercial and industrial growth of the United States; the Spanish-American War; the United States in the Pacific.

Open to Juniors.

Second semester, two hours weekly

6. American Constitutional History.—The object of this course is to acquaint the student, in a more special manner, with the rights and duties of American citizenship. Among the subjects considered the following may be mentioned:—the Articles of Confederation; the formation of the Constitution; some recent State constitutions; local government—county and town; the initiative, referendum and recall; the question of women's rights.

Prescribed for Seniors.

Two hours weekly.

7. IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the history of the Irish people in modern times.

Open to all students.

One hour weekly.

8. English Political History.—This course covers the mediæval and modern period of English History. The study of industrial and social conditions receives special attention.

One semester, two hours weekly.

Open to Juniors and Seniors.

9. Ancient History.—The period from the early Aegean civilization through the establishment of the Roman Empire.

First semester, two hours weekly.

The work treats of the contribution of the Greeks to civilization: the Macedonians' supremacy: Roman territorial and political unification: and the development of the Roman Empire. The course is a preparation for teaching history and the classics in the secondary schools.

Open to Juniors.

Second semester, two hours weekly.

HISTORY OF ART

- 1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in interior decoration.

 Open to Juniors and Seniors.

 One hour weekly.
- 2. Historic Ornament. Origin and development of style in Architecture. Place of Architecture in modern culture.

 Open to Seniors.

 One hour weekly.
- 3. The history of Ancient Art. Egyptian and Assyrian styles.
 Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

 Open to all students.

 One hour weekly.
- 4. Early Christian Art. Christian Symbolism. Early Florentine
 Painters. The Dawn of the Renaissance.
 Open to first-year students.

 One hour weekly.
- History of Painting. Special study of the High Renaissance.
 Leonardo da Vinci, Michelangelo, Raphael, and Titian.
 Italian Sculpture.
 Open to first-year students.
 One hour weekly.
- 6. Venetian and Spanish Painting. French, Flemish, Dutch, and German Schools. Pre-Raphaelitism.

 First semester, one hour weekly.

Open to students who have taken 4 and 5.

7. The development of Art in America. Special study of the works of the earlier painters to those of the present day.

Second semester, one hour weekly.

Open to students who have completed 4 and 5.

8. Minor Arts of the Middle Ages. Special study of ivories, miniatures, enamels, stained glass, metal work, wood carving and architectural sculpture, from the decline of Roman art until the beginning of the Renaissance. Rare specimens, photographs and other reproductions are provided for study, and reference is made to pieces in museums and other collections accessible during the College year and in vacations.

Open to Seniors and Graduate Students.

One hour weekly.

The work may extend through four years and give opportunity for critical study of the great masterpieces of the world.

The Courses in the History of Art are given in the O'Connor Art Gallery, in the Art Studio, and in the Holahan Social Hall of Trinity College, where large and valuable collections of paintings, engravings, sculptures and ceramics afford excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

ITALIAN

1. Elementary Course. Grammar with written and oral exercises. Reading and sight translation. Conversation.

Three hours weekly.

2. Intermediate Course. Grammar and prose composition. Reading and sight translation from modern authors in the first semester, from classic authors in the second semester.

Three hours weekly.

Open to students who have completed course 1.

3. History of Italian literature in the Nineteenth Century.

Three hours weekly.

Open to students who have taken 1 and 2.

LATIN

1. Livy, Book I. Horace, Odes and Epodes. Prose composition.

Prescribed for Freshmen. Four hours weekly.

98 Latin

2. Cicero, Letters. Tacitus, Agricola. Horace, Satires and Epistles. Ovid, Selections. Prose composition.

Three hours weekly.

Three hours weekly. Prescribed for Sophomores in the Latin groups.

3. History of Latin Literature. Reading of representative selections.

Two hours weekly.

Prescribed for Juniors in the Latin groups.

- 4. Roman Life. Selected readings from Pliny, Letters; Juvenal, Satires; Martial, Epigrams.

 Prescribed for Juniors in the Latin groups. One hour weekly.
- 5. General Review of Latin Syntax. Practice in writing Latin.

 Prescribed for Juniors in the Latin groups. One hour weekly.
- 6.* Roman Comedy. Plautus and Terence, Selected Plays.

 Elective for Seniors in the Latin groups. Two hours weekly.
- 7.* Roman History. Readings from Livy, Sallust, Tacitus, Suetonius.

 Elective for Seniors in the Latin groups. Two hours weekly.
- 8.* Roman Philosophy. Cicero, Tusculan Disputations. Lucretius, Books I and V.

 Elective for Seniors. Two hours weekly.
- 9.* Roman Poetry. Vergil, Books VII-XII. Selected readings from the elegiac poets.

 Elective for Seniors. Two hours weekly.
- 10.* Roman Rhetoric. Cicero, De Oratore. Quintilian, De Institutione Oratoria, Book X.

 Elective for Seniors. Two hours weekly.
- 11. Advanced Prose Composition.

 Elective for Seniors.

 One hour weekly.
- 12. Introduction to Paleography.

 Elective for Seniors.

 One hour weekly.
- 13. Methods of Teaching Latin.

 Elective for Seniors.

 One hour weekly.

^{*}Not more than two of these courses will be given in any one year.

GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

18.* Historical Grammar. History of the sounds and inflections of the Latin language.

Two hours weekly.

19.* Roman Antiquities. Public and private life of the Romans.

Topography of ancient Rome.

One hour weekly.

20. Latin Inscriptions.

Two hours weekly.

21. Special Study of a selected author or group of authors as major work for the M. A. degree.

Five hours weekly.

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MATHEMATICS

1. Solid Geometry.—Demonstrations of propositions; applications of principles to numerical examples.

One semester, three hours weekly.

2. Trigonometry.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulæ, applications.

One semester, three hours weekly.

3. Trigonometry, Analytic Geometry.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences.

One year, three hours weekly.

Recommended for students who wish to take Physics; also for the Science degree.

4. ADVANCED ALGEBRA.

One semester, three hours weekly.

5. Analytic Geometry.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola

One semester, three hours weekly.

Open to students who have taken 2.

6. Calculus, Differential and Integral.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

One year, three hours weekly. Open to students who have taken 2, 4, and 5, or 3.

7. Theory of Equations and Determinants.—Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants.

One semester, three hours weekly. Open to students who have taken 2, 4, and 5, or 3.

8. Calculus (Second Course).—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications.

One semester, three hours weekly.

Open to students who have taken 6.

9. Analytic Geometry (Second Course).—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions.

One year, two hours weekly. Open to students who have taken 4 and 5, or 3.

- 10. HISTORY OF MATHEMATICS. One year, one hour weekly. Open to students who have taken 6.
- 11. Teachers' Course.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

 Two semesters, two hours weekly.

 Open to Seniors who have taken 1, 2, 4, 5, and 6, or 3 and 6.
- 12. Practical Mathematics for Students in Physics.—Applications of Higher Mathematics to problems in physics.

 Two hours weekly.
- 13. Practical Mathematics for Students in Chemistry.—Applications of Higher Mathematics to problems in Chemistry.

 Two hours weekly.

Courses 12 and 13 to be given in alternate years; 13 will be given in 1921-1922.

14. DIFFERENTIAL EQUATIONS.—General linear equations with constant coefficients; special forms of differential equations of higher orders; integration in series.

One semester, three hours weekly.

Primarily for graduates, but open with permission to undergraduates who have completed 8.

15. Analytic Mechanics. Special attention is paid to the Mathematical theory of Mechanics.

Open to Graduates.

Three hours weekly.

16. VECTOR ANALYSIS.

Open to Graduates.

Three hours weekly.

17. PROJECTIVE GEOMETRY.

Open to Graduates.

Three hours weekly.

PHILOSOPHY

1. Logic.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Prescribed for Freshmen.

Two hours weekly.

2. Logic.

This course is designed for students who enter college with advanced standing, but have not studied logic.

One semester, two hours weekly.

Prescribed for those who can not follow 1, and for students working for B. S. Degree.

3. Introduction to Philosophy.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Prescribed for Sophomores.

One semester, two hours weekly.

4. Ethics.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

Two hours weekly.

5. HISTORY OF PHILOSOPHY.

- a. Ancient Period.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.
- b. Mediæval Period.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c. Modern Period.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Prescribed for Juniors.

Two hours weekly.

6. Contemporary Philosophy.

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

One semester, two hours weekly.

7. ÆSTHETICS.

Reality and its transcendental attributes; definition of the Beautiful; relation to the Good and the True; objective constituents of the Beautiful; the Æsthetic Feeling; definition of Art; its relation to life; Idealism and Realism; the

purpose of Art; Art and Religion; fundamental principles of literary and artistic criticism; historical survey; recent and contemporary theories.

Open to Seniors.

One semester, two hours weekly.

PHYSICAL TRAINING

Physical Training is required of every student during the first and second years of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department. Swimming is taught by a com-

petent Instructor.

For the sake of uniformity students are requested to secure

their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

A one-hour lecture course is given on the principles and hygiene

of physical education.

PHYSICS

- 1. General Physics.—Lectures, reading, recitations and laboratory exercises in the fundamental principles of the science.

 Five hours weekly.
 - Open to students who have not offered Physics for entrance.
- 2. Advanced Physics.—Mechanics; Geometrical Optics.

 One semester, five hours weekly.

 Prerequisite, Course 1, or its equivalent.
- 3. Heat.—Thermometry; Calorimetry; Elementary Thermodynamics.

 One semester, five hours weekly.

 Prerequisite, Course 1, or its equivalent.
- 4. WAVE MOTION AND SOUND.

Prerequisite, Course 1.

One semester, three hours weekly.

- 5. ETHER WAVES.—Phenomena and laws of interference and diffraction; optical instruments; dispersion; spectrum analysis; color phenomena; polarization; propagation in crystalline media.

 One semester, five hours weekly.

 Prerequisite, Courses 2 and 4.
- 6. ELECTRICITY. One semester, five hours weekly. Prerequisite, Courses 1 and 3.
- 7. Selected Problems assigned for investigation, experimental work and discussion.

 One semester, two hours weekly.
- 8. Brief Course in General Physics. Three hours weekly. Elective for Juniors and Seniors.
- 9. Historical Physics. This course treats of the beginnings of Physics and its development to modern times.

One semester, two hours weekly.

10. The Teaching of Physics. Lectures, recitations and practice work.

One semester, two hours weekly.

POLITICAL SCIENCE

1. Elements of Political Science.—The nature, origin, basis, functions and constitution of the State; and the chief forms and departments of government.

One year, two hours weekly.

- 2. The Economic and Social Activities of the State.—Legislation concerning commerce, industry, labor, charity and education.

 One year, two hours weekly.
- 3. Comparative Study of Modern Governments.—This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

Open to Juniors and Seniors. One hour weekly.

PSYCHOLOGY

1. GENERAL PSYCHOLOGY.

The methods employed in the psychological research are explained and illustrated. A historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Prescribed for Sophomores.

One semester, two hours weekly.

2. Genetic Psychology.

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Seniors and Juniors.

One semester, two hours weekly.

3. Experimental Educational Psychology.

A lecture and laboratory course accentuating the phases of psychology which lie at the basis of modern educational and clinical problems. Lecture one hour a week.

Open to Seniors.

Laboratory, three hours a week.

4. CLINICAL PSYCHOLOGY.

The principal forms of abnormal mentality are explained and illustrated by clinical demonstrations. Students are given special instruction in the methods of examining backward children and the opportunity to apply these methods on cases coming to the clinic.

Lecture one hour a week. Clinical work by special appointment at Providence Hospital.

5. SEMINAR IN SOCIAL PSYCHOLOGY.

A study of the psychological problems of juvenile delinquency. The influence of heredity and environment. Special methods of dealing with the delinquent. (Given in alternate years.)

Open to Seniors.

One hour weekly.

6. Seminar in Folk Psychology.

The discussion is based on Wund's Folk Psychology. interpretation of folk lore and its relation to the delusional systems of the insane. (Given in alternate years.)

Open to Seniors.

One hour weekly.

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths.

- 1. Apologetics.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
- 2. God and Man.—The Unity and Trinity of God. Creation.
 Original Sin. The Incarnation. The Redemption. The
 Mother of God.
- 3. Sanctification.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
- 4. Religious Law and Sanction.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's Handbook of Religion and Schanz's Christian Apology are recommended for collateral reading.

SACRED SCRIPTURE

1. General Introduction to the Old Testament; Number and Classification of the books. The Hebrew Bible; Greek, Latin, and Inglish Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books.

Prescribed for reshmen.

One hour weekly.

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels; His miracles, prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

One hour weekly.

SOCIOLOGY

- 1. Elementary Sociology.—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces, and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social progress.

 One year, two hours weekly.
- 2. Principles of Relief.—Study of problems and processes of poverty and of policies and principles in the modern development of relief work with particular attention to Catholic thought and practice.

 Two hours weekly.

Open to Juniors and Seniors in 1921–1922. Elementary Sociology or Economics, and Industrial History required. Field study and critical reports on methods and literature are emphasized throughout.

3. First semester will be devoted to a study of organization and methods of relief agencies. The second semester will be devoted to the problems of the handicapped child. This course is designed for students who intend to take up social and charitable work as volunteer or professional workers. Particular attention will be devoted to field work with the relief and children's agencies, the Juvenile Court, and hospitals of Washington and Baltimore.

Two hours weekly for class work and eight hours weekly for field work.

For related courses in Experimental and Clinical Psychology, see p. 105.

SPANISH

- 1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation.

 Three hours weekly.
- Grammar and exercise in composition. Reading of modern prose. Conversation. Three hours weekly.
 Open to students who have taken 1.
- 3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation.

 Two hours weekly.

 Open to students who have taken 1 and 2.
- 4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation.

 Two hours weekly.

 Open to students who have taken 1 and 2.
- Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation.
 Two hours weekly.
 Open to students who have taken 1 and 2.
- The History of Spain. Lectures, readings and recitations.
 Two hours weekly.

 Prescribed for students making Spanish a major.
- 7. The History of Spanish Literature. Special study of selected authors, and reading of some of their most important works.

 One hour weekly.

 Prescribed for students making Spanish a major.
- 8. Elementary Spanish conversation and composition. Talks on assigned readings.

 One hour weekly.

 Open to students with permission of the Professor.
- 9. Advanced Spanish conversation and composition. Discussion of current topics.

 One hour weekly.

 Open to students with permission of the Professor.
- 10. Commercial Spanish. Practice in the writing of business letters with attention to colloquial and commercial phrase-ology and forms. One hour weekly.
 Open to all students of Spanish who have taken 1 and 2.

SWIMMING-POOL

The Swimming-pool, erected in 1916 at a cost of \$25,000, is the gift of the Alumnæ of the College, and is destined to form part of the Gymnasium to be erected when funds are complete. The pool is white tile, 25 by 60 feet, with a graduated depth of 4 to 7½ feet. A patent overflow provides for the sanitation of the pool by carrying off surface water. There are adequate conveniences of marble showers and dressing-rooms, steel lockers, drying-room, manicuring and shampooing room, and a beautiful solarium for rest and recreation. An instructor is always in attendance to provide lessons in swimming and to watch the safety of those using the pool.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society,

The Dramatic Society,

The Glee Club,

The Mandolin Club,

The Current Events Club.

The Classical Club,

Le Cercle Français,

The Chemical Society,

The Mathematics Circle,

The Christ Child Society,

Foreign Mission Society, and

The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

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ADVISERS

Every student is assigned to an adviser, a member of the College Faculty, who assists in the arrangement of the student's courses at the beginning of both terms, and who acts as a general adviser during the year.

COLLEGE DISCIPLINE

The College insists on regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in College, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

The College reserves the right to exclude at any time students whose conduct or academic standing renders them undesirable members of the institution, and in such cases the fees due or which may have been paid in advance to the College will not be refunded or remitted in whole or in part.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the Secretary informed of their addresses.

NEEDS OF THE COLLEGE

Steady improvements have been made in the building and equipment of the College since its foundation, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

An Endowment Fund.

Funds for equipment and extension of the various departments in the College.

A Hall of Residence.

A Science Building.

A Library Building.

A Gymnasium Building.

Funds for the completion of the College Chapel which is to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

ASSOCIATION OF THE FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual

sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday.

DEGREES CONFERRED BY TRINITY COLLEGE*

MASTER OF ARTS

1920

Acerboni, Alexandrine,
A. B. Trinity College, 1919.

Middletown, Connecticut.

Hackemeier, Edna Marie, A. B. Trinity College, 1918. St. Louis, Missouri.

Lane, Mary Agnes,
A. B. Trinity College, 1919.
Washington, D. C.

Sheehan, Margaret Mary,
A. B. Trinity College, 1919.

Manchester, New Hampshire.

Sociology and Educational Psychology.

English and Educational Psychology.

English and History.

Mathematics and Educational Psychology.

BACHELOR OF SCIENCE

1920

O'Donnell, Inez Barbara, Pittsburgh, Pennsylvania.

Sikorsky, Lucy Mina, Plaistow, New Hampshire. Mathematics and Physics Group.

Mathematics and Biology Group.

BACHELOR OF ARTS

1920

Arnaud, Octavie, Lyons, France.

Barrett, Dorothy, Cleveland, Ohio.

Bowler, Irene Claire, Holyoke, Massachusetts.

Brucker, Gertrude Marie, Toledo, Ohio.

Burke, Frances Rita, Springfield, Massachusetts.

Butler, Margaret Verlun, Wallingford, Connecticut.

Buttimer, Katherine, Hingham, Massachusetts.

Carbrey, Helen Berenice, Scarsdale, New York.

Carey, Kathleen Cecilia, Waterbury, Connecticut.

Casey, Marian Eugenia, Scranton, Pennsylvania. History and Political Science Group.

English and Chemistry Group.

History and Biology Group.

French and English Group.

French and Physics Group.

French and English Group.

History and Political Science Group.

Latin and English Group.

Latin and English Group.

Greek and Latin Group.

^{*}For Degrees Conferred by Trinity College, 1904-1920, see separate circular.

Casley, Dorothy Beatrice, Washington, D. C. Comba, Mary Annunciata, Milford, Massachusetts.

Convery, Marion Elizabeth, Worcester, Massachusetts.

Convey, Beatrice Agnes,

Middletown, Connecticut.

Cowles, Catherine Esther (cum laude), Washington, D. C.

Curtis, Hester Balch (magna cum laude), French and Biology Group. Point Pleasant, New Jersey.

Dean, Genevieve Marie (cum laude). Tipton, Iowa.

Duncan, Margaret Leona (magna cum laude).

Waterbury, Connecticut. Duncan, Mary Claire (cum laude),

Waterbury, Connecticut.

Flanigan, Kathleen Martha, Newark, Ohio.

Gaffney, Mary Cecile (cum laude), Cadillac, Michigan.

Gallagher, Winifred Agnes (cum laude), Birmingham, Alabama.

Gallivan, Elizabeth Constance. Providence, Rhode, Ísland.

Geier. Frances Margaret, Washington, D. C.

Griffin, Madeleine Agatha, Woodstock, N. B.

Haugh, Veronica Edna, Olean, New York.

Healey, Margaret Mary, New York City, New York.

Hennessev, Esther, Roxbury, Massachusetts.

Hopkins, Marion, Pittsburgh, Pennsylvania.

Horan, Isabelle Miriam, Denver, Colorado. *

Judge, Anna Catherine, Portland, Maine.

Keeley, Madelyne Catherine, Waterbury, Connecticut.

Kelley, Mary Frances, Fall River, Massachusetts.

Kelly, Margaret Ruth, Scranton, Pennsylvania.

Keyes, Louise Loughborough (magna cum laude), New York City, New York.

Kramer, Magdalene (cum laude), Canton, Ohio.

English and History Group.

Greek and History Group.

Latin and History Group.

History and Mathematics Group.

French and English Group.

Latin and History Group.

Latin and French Group.

Latin and Mathematics Group.

Latin and English Group.

English and Chemistry Group.

Latin and English Group.

Latin and French Group.

German and Mathematics Group.

History and Political Science Group.

Latin and Political Science Group.

History and Biology Group.

History and Chemistry Group.

History and Political Science Group.

English and History Group.

French and English Group.

History and Political Science Group.

Latin and French Group.

History and Mathematics Group.

Latin and English Group.

French and English Group.

Loughran, Jane Frances, Warren, Rhode Island.

Lyons, Ruth Eleanor, Arlington, Massachusetts.

McBride, Margaret Mary,
Great Falls, Montana.
McCaba, Catharina Calatta

McCabe, Catherine Colette, Clinton, New York.

McCarthy, Catherine Constance, Ridley Park, Pennsylvania. McCormick, Elizabeth,

Pittsfield, Massachusetts.
McDonald, Eileen Josephine,

Waterbury, Connecticut.
McGady, Blanid Geraldine,

Worcester, Massachusetts.

McGuire, Mary Frances, New Rochelle, New York.

Makens, Adelaide Serena,
Aberdeen, South Dakota.
Manion, Cathorina Madelina

Manion, Catherine Madeline, St. Louis, Missouri. Marshall, Jean,

Fall River, Massachusetts.

Mulligan, Alice Morris, Wilkes-Barre, Pennsylvania.

Naumann, Dorothy Ridder, New York City, New York.

Oakley, Marjorie Lee, Washington, D. C.

Phelan, Josephine Mary Rawlins, Wyoming.

Phelan, Mary Mercedes (magna cum laude),

Washington, D. C. Robider, Mary Josephine, Montreal, Canada.

Russell, Ellen Josephine, Washington, D. C.

Shugrue, Grace Mary, Worcester, Massachusetts.

Slavin, Helen Marie, Waterbury, Connecticut.

Smith, Margaret Mary,
Fargo, North Dakota.
Somers, Marian Clara

Somers, Marion Clare, Jersey City, New Jersey.

Spahn, Irene Anne, Dubuque, Iowa.

Sullivan, Elizabeth Mary, New York City, New York. Latin and French Group.

Latin and French Group.

English and History Group.

Latin and French Group.

Latin and English Group.

French and English Group.

History and Political Science Group.

German and History Group.

History and Political Science Group.

English and Biology Group.

Greek and Latin Group.

English and Mathematics Group.

Latin and English Group.

English and Political Science Group.

French and History Group.

English and Biology Group.

French and English Group.

Latin and History Group.

English and Political Science Group.

Latin and Mathematics Group.

Latin and English Group.

Latin and English Group.

History and Political Science Group.

History and Biology Group.

English and History Group.

DOCTOR OF PHILOSOPHY

Conferred by the Catholic University of America Work Done at Trinity College

1921

Loughran, Miriam Elizabeth, A. B., Trinity College, 1917. A. M., Trinity College, 1918. Washington, D. C. Economics, Psychology and Sociology.

MASTER OF ARTS

1921

Ryan, Zellah Marguerite, Psychology and Philosophy.
A. B. University of California, 1920.
San Diego, California.

BACHELOR OF SCIENCE

1921

Pamintuam, Paz, Philippine Islands. Walsh, Margaret Mary Willoughby, Ohio. Biology and Chemistry Group.

Mathematics and Chemistry Group.

BACHELOR OF ARTS

1921

Barney, Margaret Mary, Watertown, New York.

Barry, Alice Louise, Peabody, Massachusetts.

Boillin, Margaret, Clarksville, Tennessee.

Brady, Mary Isabel, Washington, D. C.

Brady, Katherine Elizabeth, Ellsworth, Maine.

Brennan, Mary Rose, Chicago, Illinois.

Brennan, Mary Rose, Waterbury, Connectiout. French and English Group.

English and History Group.

English and Political Science Group.

Latin and French Group.

French and History Group.

English and History Group.

English and History Group.

Campbell, Eleanor Dean,
Somerville, Massachusetts.
Carberry, Mildred Evelyn,
Pelham Manor, New York.

Cassidy, Caroline Lucy,
Concord, New Hampshire.

Conroy, Emma Rebecca, East Orange, New Jersey. Cray, Catherine Lynch.

Uniontown, Pennsylvania.
Creamer, Pauline Genevieve,
Fall River, Massachusetts.

Crotty, Margaret Natabia,
Roxbury, Massachusetts.

Day, Mary Sylvia (magna cum laude), South Boston, Massachusetts.

Delaney, Catherine, Naugatuck, Connecticut.

Desmond, Margaret Mary, Somerville, Massachusetts.

Devitt, Ellen Margaret, Cleveland, Ohio.

Du Brul, Anna Marguerite, Cincinnati, Ohio. Dusseldorf, Dorothy Marion

Dusseldorf, Dorothy Marion, Brooklyn, New York. Flynn, Gladys Mary,

Minneapolis, Minnesota.

Hanlon, Edna.

Sioux City, Iowa.

Harahan, Catherine Agatha (magna cum English and History Group. laude),
Richmond, Virginia:

Hartman, Agnes Marie,
Pittsburgh, Pennsylvania.
Hodson, Ella Mary,

Waterbury, Connecticut.
Hogan, Charlotte Armine (magna cum

laude),
Columbus, Ohio.
Horan, Mildred Margaret,
Bridgeport, Connecticut.

Jackson, Helen Louise, Waterbury, Connecticut.

Keleher, Mary Armstrong, Bethel, Vermont.

Kelly, Helen Marie, Harrisburg, Pennsylvania.

Kevin, Kathleen Frances, Brooklyn, New York.

Lenahan, Margaret, Wilkes-Barre, Pennsylvania.

McCarthy, Cecile Elizabeth, New York City, New York. English and Chemistry Group.

French and English Group.

Latin and History Group.

History and Political Science Group.

English and History Group.

Greek and Latin Group.

English and History Group.

Latin and English Group.

Latin and Political Science Group.

German and History Group.

English and Chemistry Group.

French and Political Science Group.

English and History Group.

English and History Group.

Latin and History Group.

English and History Group.

Latin and French Group.

Latin and English Group.

French and History Group.

French and English Group.

History and Political Science Group.

History and Mathematics Group.

English and History Group.

History and Political Science Group.

English and History Group.

McCarthy, Frances Prout, Lewiston, Maine. McCarty, Louise Ellen,

Fitchburg, Massachusetts.
McCormick, Katherine (magna cum laude),

Pittsfield, Massachusetts.

McCune, Grace, Grove City, Pennsylvania.

McKenna, Louise Hickey, Lowell, Massachusetts.

McLachlan, Isabel, Danbury, Connecticut.

MacMaster, Mary Adelyne, Dallas, Texas.

McNulty, Mary Zook,
Philadelphia, Pennsylvania.
McQuade, Margaret Genevieve,

McQuade, Margaret Genevieve, Pittsburgh, Pennsylvania. Maher, Margaret Isabel,

Pittsburgh, Pennsylvania.

Mallon, Mary Patricia (cum laude),

Sharon Hill, Pennsylvania.

Manning, Catherine Lois,

Watertown, Massachusetts.
Moloney, Marie,

St. Louis, Missouri.

Moormann, Rose Marie (magna cum laude),

Morris, Hilda, Wilkes-Barre, Pennsylvania.

Murphy, Ruth Ann, Denver, Colorado.

Murphy, Josephine Crane, Green Bay, Wisconsin.

Murray, Laura Frances, Minneapolis, Minnesota.

Neary, Nora Margaret, Johnstown, Pennsylvania.

Neveu, Charlotte, La Varenne, France.

Newell, Margaret Stephany,
Baltimore, Maryland.

O'Brien, Rosetta Eleanor, Waterbury, Connecticut.

O'Brien, Ruth Marie, Milwaukee, Wisconsin.

O'Connor, Helen Agnes, Lawrence, Massachusetts.

O'Shea, Dorothea Lenore, Cambridge, Massachusetts.

Powers, Janet Lucia, Cleveland, Ohio. Latin and Political Science Group.

History and Political Science Group.

French and English Group.

Latin and English Group.

English and History Group.

History and Political Science Group.

History and Chemistry Group.

English and Chemistry Group.

History and Political Science Group.

History and Political Science Group.

English and History Group.

Latin and History Group.

History and Political Science Group.

French and English Group.

English and History Group.

English and History Group.

English and History Group.

English and History Group.

History and Chemistry Group.

English and Political Science Group.

Latin and English Group.

Latin and English Group.

English and History Group.

Latin and English Group.

Latin and English Group.

French and English Group.

Powers, Anna Maurice, Tulsa, Oklahoma.

Rieckelman, Irene (magna cum laude) Cincinnati, Ohio.

Ryan, Corinne,

Albion, New York.

Samels, Clare,

Minneapolis, Minnesota.

Seng, Marian Elizabeth, Wilmette, Illinois. Shannon, Helen Marie,

Ridgewood, New Jersey.

Shannon, Mabel Rockwell, Ridgewood, New Jersey.

Sheehan, Mary Bernadette, Washington, D. C.

Sheehan, Nora Cecilia, Washington, D. C.

Skahan, Mary Gertrude, Belmont, Massachusetts.

Skahan, Ruth Kathryn, Belmont, Massachusetts.

Smith, Mary Armella, Waterbury, Connecticut.

Smith, Mary Anne, Chicago, Illinois.

Thomas, Mary Frances, Chicago, Illinois.

Viano, Gertrude Ann, Arlington, Massachusetts. Walsh, Katherine Cranitch,

Haverhill, Massachusetts.

Waterworth, Margaret, Clearfield, Pennsylvania. Wright, Pauline Genevieve,

Worcester Massachusetts.

English and History Group.

Latin and Chemistry Group.

History and Political Science Group.

English and Political Science Group.

French and English Group.

French and English Group.

History and Political Science Group.

History and Political Science Group.

History and Political Science Group.

French and History Group.

French and History Group.

French and Political Science Group.

English and History Group.

Latin and English Group.

History and Political Science Group.

English and Physics Group.

English and History Group.

Latin and English Group.

ENROLMENT OF STUDENTS

1920-1921

GRADUATE STUDENTS

Arnaud, Octavie, A. B., Trinity College, 1920. Loughran, Miriam Elizabeth,

A. B., Trinity College, 1917. A. M., Trinity College, 1918.

McCarthy, Catherine Constance, A. B., Trinity College, 1920.

McGrath, Marie,

A. B., University of Michigan. A. M., University of Pittsburgh.

Moore, Helen Louise, A. B. Trinity College, 1915.

Russell, Ellen Josephine, A. B., Trinity College, 1920.

Ryan, Zellah Marguerite, A. B., University of California, 1920. Lyons, France.

Washington, D. C.

Ridley Park, Pa.

Monroe, Mich.

Washington, D. C.

Washington, D. C.

San Diego, Cal.

SENIOR CLASS

Barney, Margaret Mary, Barry, Alice Louise, Boillin, Margaret, Brady, Mary Isabel, Brady, Katherine Elizabeth, Brennan, Mary Rose, Brennan, Mary Rose, Campbell, Eleanor Dean, Carberry, Mildred Evelyn, Cassidy, Caroline Lucy, Conroy, Emma Rebecca, Cray, Catherine Lynch, Creamer, Pauline Genevieve, Crotty, Margaret Natabia, Day, Mary Sylvia, Delaney, Catherine, Desmond, Margaret Mary, Devitt, Ellen Margaret,

Watertown, N. Y. Peabody, Mass. Clarksville, Tenn. Washington, D. C. Ellsworth, Maine. Chicago, Illinois. Waterbury, Conn. Somerville, Mass. Pelham Manor, N. Y. Concord, N. H. East Orange, N. J. Uniontown, Pa. Fall River, Mass. Roxbury, Mass. South Boston, Mass. Naugatuck, Conn. Somerville, Mass. Cleveland, Ohio.

Du Brul, Anna Marguerite, Dusseldorf, Dorothy Marion, Flynn, Gladys Mary, Hanlon, Edna, Harahan, Catherine Agatha, Hartman, Agnes Marie, Hodson, Ella Mary, Hogan, Charlotte Armine. Horan, Mildred, Jackson, Helen Louise, Keleher, Mary Armstrong, Kelly, Helen Marie, Kevin, Kathleen Frances. Lenahan, Margaret, McCarthy, Cecile Elizabeth, McCarthy, Frances Prout, McCarty, Louise Ellen, McCormick, Katherine, McCune, Grace, McKenna, Louise Hickey, McLachlan, Isabel, MacMaster, Adelyne Mary, McNulty, Mary Zook, McQuade, Margaret Genevieve, Maher, Margaret Isabel, Mallon, Mary Patricia, Manning, Catherine Lois, Moloney, Marie, Moormann, Rose Marie, Morris, Hilda, Murphy, Ruth Mary, Murphy, Josephine Rosemary, Murray, Laura Frances, Neary, Nora Margaret, Neveu, Charlotte, Newell, Margaret Stephany, O'Brien, Rosetta Eleanor, O'Brien, Ruth Marie. O'Connor, Helen Agnes, O'Shea, Dorothy Lenore, Pamintuan, Paz,

Powers, Janet Lucia,

Powers, Anna Maurice,

Cincinnati, Ohio. Brooklyn, N. Y. Minneapolis, Minn. Sioux City, Iowa. Richmond, Va. Pittsburgh, Pa. Waterbury, Conn. Columbus, Ohio. Bridgeport, Conn. Waterbury, Conn. Bethel. Vt. Harrisburg, Pa. Brooklyn, N. Y. Wilkes-Barre, Pa. New York City, N. Y. Lewiston, Maine. Fitchburg, Mass. Pittsfield, Mass. Grove City, Pa. Lowell, Mass. Danbury, Conn. Dallas, Texas. Philadelphia, Pa. Pittsburgh, Pa. Pittsburgh, Pa. Sharon Hill, Pa. Watertown, Mass. St. Louis, Mo. Cincinnati, Ohio. Wilkes-Barre, Pa. Denver, Colo. Green Bay, Wis. Minneapolis, Minn. Johnstown, Pa. La Verenne, France. Baltimore, Md. Waterbury, Conn. Milwaukee, Wis. Lawrence, Mass. Cambridge, Mass. Washington, D. C. Cleveland, Ohio. Tulsa, Oklahoma.

Rieckelman, Irene. Ryan, Corinne, Samels, Clare, Seng, Marian Elizabeth, Shannon, Helen Marie, Shannon, Mabel Rockwell, Sheehan, Bernadette. Sheehan, Nora, Skahan, Mary Gertrude, Skahan, Ruth Kathryn, Smith, Mary Armella, Smith, Mary Antoinette, Thomas, Mary, Viano, Gertrude Anna, Walsh, Katherine Cranitch, Walsh, Margaret Mary, Waterworth, Margaret, Wright, Pauline Genevieve.

Cincinnati, Ohio. Albion, N. Y. Minneapolis, Minn. Wilmette, Illinois. Ridgewood, N. J. Ridgewood, N. J. Washington, D. C. Washington, D. C. Belmont, Mass. Belmont, Mass. Waterbury, Conn. Chicago, Ill. Woodstock, Ill. Arlington, Mass. Haverhill, Mass. Willoughby, Ohio. Clearfield, Pa. Worcester, Mass.

JUNIOR CLASS

Adams, Gladys, Ambrose, Philomene Florence, Béliard, Maximilliene, Bennis, Dorothy Callista, Boyle, Mary Catherine, Brock, Ruth Gertrude, Casey, Gertrude, Casey, Mary Pauline, Connelly, Angela Elizabeth, Costelloe, Marie Annora, Coughlan, Mary Russell, Cross, Margaret Mary, Crowley, Martha Teresa, Davey, Florence Brown, De Barber, Rose Cecelia, Delaney, Helen, Donovan, Mary, Duggan, Cornelia A., Dwyer, Edna, Dwyer, Mary Catherine, Faulkner, Frances Marie, Felix, Romaine Anne,

Montclair, N. J. Logan, Ohio. Brest, France. Punxsutawney, Pa. Johnstown, Pa. North Olmsted, Ohio. Yonkers, N. Y. Scranton, Pa. Bradford, Pa. Saginaw, Mich. Abington, Mass. Osterville, Mass. Bristol, Conn. Beverly, Mass. Altoona, Pa. Dallas, Texas. Stony Creek, Conn. Towanda, Pa. Providence, R. I. Rochester, N. Y. Pittsfield, Mass. Pittsburgh, Pa.

Ferguson, Kathryn Frances, Fischer, Marie Magdalen. Fitzgerald, Aileen Elizabeth, Flaherty, Margaret Cragin. Flynn, Dorothy Madeline, Gardner, Mary Isabel, Gauthier, Catherine, Griffin, Grace, Hanlon, Genevieve, Hartman, Rosalia Marie, Healey, Hester Veronica, Herbert, Barbara Elizabeth, Hopper, Marguerite Felicia, Hugentugler, Mary Terese, Kelley, Mary Gertrude. Kenning, Emma, Kunkel, Martha Louise, Leonard, Josephine Frances, Levendecker, Ruth Harriet, Lyon, Josephine Florence, McDermott, Grace Wilhelmina. McGuire, Marie, McLarney, Alice Mary, McNamara, Mabel Alice, Manganaro, Lillian Blanche, Monahan, Eleanor Ursula, Mullen, Catherine, Murphy, Monica, O'Connell, Jessie Margaret, O'Donnell, Mary Gertrude, O'Neill, Mary, O'Reilly, Marie, Padgett, Alice Elizabeth, Price, Winifred Mary. Quinn, Marjorie Josita, Rank, Loretta Margaretha, Rieckelman, Marion, Roach, Denise Michaela, Rodgers, Florence Veronica. Scanlan, Helen Fidelis, Scanlan, Mary Catherine. Schanauer, Marion Louise, Shaw, Genevieve Julia,

Montclair, N. J. Evansville, Indiana. Washington, D. C. Portland, Maine. Fall River, Mass. Barberton, Ohio. Buffalo, N. Y. Washington, D. C. Medina, N. Y. Buffalo, N. Y. New York City, N. Y. Columbia, Pa. New York City, N. Y. Columbus, Ohio. Providence, R. I. Rochester, N.Y. Cincinnati, Ohio. Wilkes-Barre, Pa. New York City, N. Y. Cleveland, Ohio. Pawtucket, R. I. Birmingham, Ala. New York City, N. Y. Bridgeport, Conn. Waterbury, Conn. Charlestown, Mass. Bangor, Maine. Reynolds, N. Dak. Worcester, Mass. Grand Rapids, Mich. Akron, Ohio. Cleveland, Ohio. Washington, D. C. East Orange, N. J. Delaware Water Gap, Pa. Los Angeles, Cal. Cincinnati, Ohio. Washington, D. C. Olean, N. Y. New York City, N. Y. Germantown, Pa. Chicago, Ill. Dorchester, Mass.

Skahan, Eleanor Purcell, Somers, Helen Marie, Spence, Helen Carolyn, Sullivan, Catherine Linus, Sweeney, Frances, Taylor, Alethe Marie, Thomas, Julia Saunders, Toole, Mary Josephine, Wittman, Evelyn Marie, Wolohan, Helen, Zenger, Lydia, Belmont, Mass.
Worcester, Mass.
Rockland, Mass.
Fall River, Mass.
Chicago, Ill.
Mt. Pleasant, Mich.
Woodstock, Ill.
Pawtucket, R. I.
Erie, Pa.
Birch Run, Mich.
Buffalo, N. Y.

Montclair, N. J.

SOPHOMORE CLASS

Adams, Grace, Agan, Hannah Frances, Aprea, Leonora Mary, Black, Eleanor Mary, Blum, Helen Marie, Burke, Margaret Elizabeth, Callaghan, Rose Gertrude, Callahan, Katherine Bernadette, Christie, Margaret Mary, Coleman, Helen, Collins, Marian Helen, Connell, Louise, Conway, Elizabeth Frances. Cullinane, Alice, Curley, Regina Carmelita, Curtis, Marie Catharine, Dalton, Helen Elizabeth, de Pasquale, Viviénne Jeanne, Derivaux, Rose Marie, Dillon, Agnes, . Driscoll, Margaret, Duffy, Aurelia, Durgin, Bernadette Lynd, Enright, Florence Cecilia, Fahy, Hannah, Farrell, Mary Margaret, Fenlon, Marie Teresa, Fennessy, Mary Elizabeth,

Field, Rosalie,

New Castle, Pa. Savannah, Georgia. Providence, R. I. Dansville, N. Y. Dorchester, Mass. Haverhill, Mass. Plymouth, N. H. New Rochelle, N. Y. Richmond, Va. Attleboro, Mass. Lagrange, Ill. North Billerica, Mass. St. Louis, Mo. Milford, Mass. Peabody, Mass. Warren, Mass. New York, N. Y. Newark, N. J. Lowell, Mass. St. Mary's, Pa. Montclair. N. J. Pawtucket, R. I. Billings, Montana. Rome, Georgia. East Orange, N. J. Pelham Manor, N. Y. Dorchester, Mass. Washington, D. C.

Fitzgerald, Margaret Mary, Flannelly, Marie Catherine, Flanagan, Virginia, Flynn, Grace Gertrude, Flynn, Mildred. Guarnieri, Mary Sarah, Güntzer, Germaine, Gwinn, Mary Agnes, Haage, Catherine Marie, Harrigan, Louise Constance, Hartman, Catherine, Hetznecker, Mary Frances, Hetznecker, Katherine Elizabeth, Holland, Laura Mary, Horan, Elizabeth Lucille. Horan, Ruth, Hornsby, Beatrice Mercedes, Jennings, Theresa Vivian, Kaveny, Mildred Marie, Keane, Helena Webster, Kelly, Helen Cecilia, Kelly, Margaret Mary, Kennedy, Margaret Gertrude, Kilday, Anna Marie, von Kökeritz, Andrea Charlotta, Kowalewski, Helen Stephanie, Leary, Helen, Lecour, Julia, Ledwidge, Winifred, Leonard, Mary Catherine, Love, Emma, Lynette, Elizabeth, Lyons, Rose, Loughran, Alice Josephine, McAuliffe, Margaret Eileen McCarthy, Louise Faber, McCormick, Marion, McDevitt, Mary Gertrude, McFadden, Frances, McMahon, Cornelia Alice, Manning, Mildred Lucille, Marsden, Margaret, Megargee, Katherine Bernardine,

Pawtucket, R. I. Roxbury, Mass. St. Joseph. Mo. Ridgewood, N. J. Minneapolis, Minn. Warren, Ohio. Port Chester, N. Y. Baltimore, Md. Reading, Pa. Lowell, Mass. Pittsburgh, Pa. Kane, Pa. Kane, Pa. Brookline, Mass. Denver, Colorado. Brookline, Mass. Havana, Cuba. Portland, Oregon. Pittsburgh, Pa. Washington, D. C. Buffalo, N. Y. Waterbury, Conn. Fall River, Mass. Stamford, Conn. Mt. Vernon, N. Y. Philadelphia, Pa. Washington, D. C. Kankakee, Illinois. Cottonton, Ala. Cincinnati, Ohio. Lansdowne, Pa. Scranton, Pa. Mitchell, S. Dakota. Philadelphia, Pa. Chicago, Ill. Ridley Park, Pa. Pittsfield, Mass. Germantown, Pa. Dubuque, Iowa. New York, N.Y. Roxbury, Mass. Washington, D. C. Dunmore, Pa.

Mongan, Katherine Rooney, Murray, Sadie Benita, O'Brien, Madeleine Frances, O'Connor, Delilah Anne, Oddi, Frances Genevieve, O'Donoghue, Catherine Agnes, O'Hearn, Marian, O'Neill, Sarah Margaret, Ormond, Helen Cecelia, Pamintuan, Caridad, Parton, Natalie. Porter, Eleanor, Powers, Eileen, Quinn, Anna Margaret, Ringrose, Mary, Rourke, Elizabeth Bernardine, Rouse, Elizabeth Mary, Ruppert, Elizabeth Margaret, Scanlan, Alice Marie, Schwartz, Marian Louise. Skahan, Frances Julia, Skahan, Sarah Madelyne, Smith, Frances Mary, Smith, Mary Loretta Somers, Catherine, Stuckey, Helen Elizabeth, Sullivan, Anna Agnes, Sullivan, Mary Augusta, Sweeney, Ruth Mary, Urwan, Frances, Venable, Louise, Waldeck, Clara Elizabeth

Scranton, Pa. Rochester, N. Y. Washington, D. C. Sacred Heart, Minn. Yatesboro, Pa. Washington, D. C. Shenandoah, Pa. Chicago, Illinois. Brooklyn, N. Y. Washington, D. C. Washington, D. C. Aberdeen, S. Dakota. Tulsa, Okla, New Britain, Conn. Aberdeen, S. D. Worcester, Mass. Orange, N. J. Washington, D. C. Far Rockaway, N. Y. Gaithersburg, Md. Belmont, Mass. Belmont, Mass. Fitchburg, Mass. College Point, N. Y. Worcester, Mass. Rockford, Ill. Brooklyn, N. Y. Fall River, Mass. St. Mary's, Pa. Chicago, Ill. Chevy Chase, Md. Warren, Ohio.

FRESHMAN CLASS

Ahern, Rita Marie, Andres, Louise, Virginia, Brennan, Elinor, Burns, Margaret Agnes, Butler, Bernardine, Callahan, Louise Anna, Carey, Geraldine, Chopey, Charlotte, Boston, Mass.
Evansville, Indiana.
Waverly, Mass.
Buffalo, N. Y.
Worcester, Mass.
Holyoke, Mass.
Lansing, Mich.
Wilkes-Barre, Pa.

Conroy, Alice, Conti, Anna Rose, Croarkin, Hortence Theresa, Curry, Mary, Dierkes, Mary Eugenia. Donahoe, Ruth, Donohue, Alice Gertrude, Donovan, Eleanor Margaret, Dooley, Margaret Mary, Driscoll, Katherine Mary, DuBrul, Liliose Jane, Duffey, Elizabeth, Du Fresne, Jeanette Duncan, Katherine Gertrude, Dwyer, Marguerite Mary, . Evans, Jessie Theodora, Farrell, Mary Catherine Farrell, Ruth, Fay, Edith, Felin, Mary Agnes, Fischer, Margaret Louise, Fitzgerald, Ruth Marie, Flanagan, Dorothy Mary, Flanigan, Rita, Flinn, Helen Patricia, Flynn, Marie Elizabeth, Fogarty, Mary Priscilla, Glaccum, Mary Ruth, Goodwin, Virginia, Grant, Margery, Guilfoyle, Madeleine, Hampsey, Mary Elizabeth, Hanlon, Rosemary De Lellis, Harty, Mary Elizabeth, Hayes, Miriam Elizabeth, Hearn, Mary Margaret, Heffernan, Elizabeth, de Heredia, Maria Luisa, Hoey, Catherine, Homan, Gertrude, Hornig, Emily Mary,

Horton, Irma Marie,

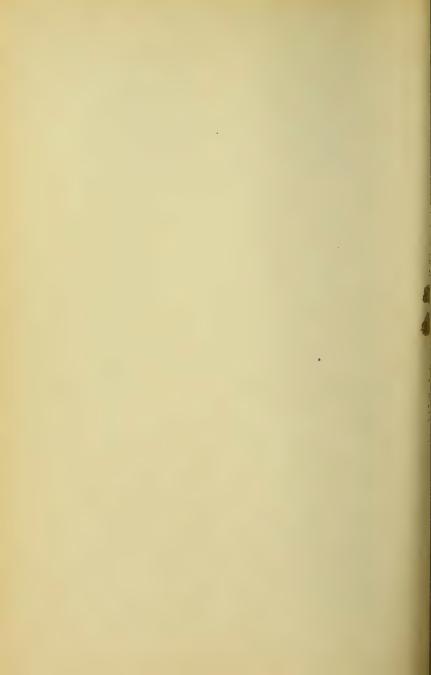
Hummel, Mary Julia,

East Orange, N. J. Vicksburg, Miss. Chicago, Ill. Carlisle, Ky. Cincinnati, Ohio. Springfield, Mass. Worcester, Mass. Somerville, Mass. Buffalo, N. Y. Brookline, Mass. Cincinnati, Ohio. Washington, D. C. Pittsburgh, Pa. Washington, D. C. Waterbury, Conn. La Crosse, Wis. Wilkes-Barre, Pa. Wilkes-Barre, Pa. Altoona, Pa. Germantown, Pa. Talmadge, Ohio. Roxbury, Mass. St. Joseph, Mo. Milford, Mass. Sharon, Pa. Somerville, Mass. Springfield, Ill. Mt. Vernon, N. Y. Pittsburgh, Pa. Oklahoma City, Okla. Washington, D. C. Pittsburgh, Pa. Pittsburgh, Pa. Torrington, Conn. Peabody, Mass. Westfield, Mass. Roxbury, Mass. St. Louis, Mo. East Orange, N. J. Cincinnati, Ohio. Washington, D. C. Washington, D. C. Cincinnati, Ohio

Hynes, Mary Angela, Jackson, Alice Marie, Joyce, Anna Marie, Keller, Helen Margaret, Kelly, Mary Agatha, Kennedy, Julia, Kenny, Eleanor Irene, Lange, Marie Elaine, Lawler, Muriel, Lenahan, Eleanor Marie, McCarthy, Anna Louise, McGannon, Mary Angela, McLarney, Mary, McLaughlin, Mary Adelaide, MacLaughlin, Mary E. McMahon, Helen Teresa, Mansmann, Mercedes Angela, Marsden, Regina, Masterson, Mary Louise, Mazuzan, Mary Frieda, Melady, Katherine, Moran. Natalie Helen. Morrissey, Angelina, Mullins, Kathryn Marie, Murphy, Lucille, Murphy, Mary Loretto, Nee, Evelyn, Neligan, Regina Mary, Noble, Mary, O'Brien, Helen Carroll, O'Brien, Helen Frances, O'Connor, Catherine, O'Connor, Mary Elizabeth, O'Neill, Elizabeth Marie, O'Toole, Margaret Mary, Parrott, Elizabeth, Perrot, Agnes Gabrielle, Quinn, Gertrude Louise, Randel, Beatrice Louise, Ready, Kathleen Elizabeth, Reilly, Ineva Frances, Renkert, Berenice Mae, Roe, Julia,

Indianapolis, Ind. New York City, N. Y. Keokuk, Iowa Cincinnati, Ohio Dobbs Ferry, N. Y. Washington, D. C. Mattoon, Ill. San Antonio, Texas. Yonkers, N. Y. Wilkes-Barre, Pa. Lewiston, Me. Lyons, Mich. New York City, N. Y. Wilkes-Barre, Pa. Manchester, N. H. Philadelphia, Pa. Pittsburgh, Pa. Washington, D. C. Roxbury, Mass. Ticonderoga, N. Y. St. Paul, Minn. Allston, Mass. Vicksburg, Miss. Bridgeport, Conn. Atascadero, Calif. Kansas City, Mo. Washington, D. C. Washington, D. C. Buffalo, N. Y. Waterbury, Conn. Belmont, Mass. Washington, D. C. Monticello, Ind. Cleveland, Ohio Gary, West Virginia Washington, D. C. Philadelphia, Pa. New Haven, Conn. St. Davids, Pa. Washington, D. C. Indianapolis, Ind. Canton, Ohio Mobile, Ala.

Ryan, Hazel Marie, Shannon, Helen, Sheehan, Helen Beebe, Spence, Margaret Dale, Tinley, Mary Louise, Toole, Margaret, Walker, Helen Gladys, Walsh, Frances Marie, Wirtner, Catherine, Wolff, Frances Catherine, Chicago, Ill.
Krebs, Okla.
Manchester, N. H.
Johnsonburg, Pa.
Council Bluffs, Iowa
New Haven, Conn.
Lowell, Mass.
Mobile, Ala.
Greensburg, Pa.
Washington, D. C.



PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published bi-monthly by the students of the College.

THE TRINILOGUE, published annually by the Senior Class. Price, \$4.00 per copy.

A VIEW BOOK containing pictures of the College and the campus. Price, 50 cents.



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SEP 9 COLLEGE

TRINITY CO

A CATHOLIC INSTITUTION

WASHINGTON, D. C.

FOR THE

HIGHER EDUCATION OF WOMEN



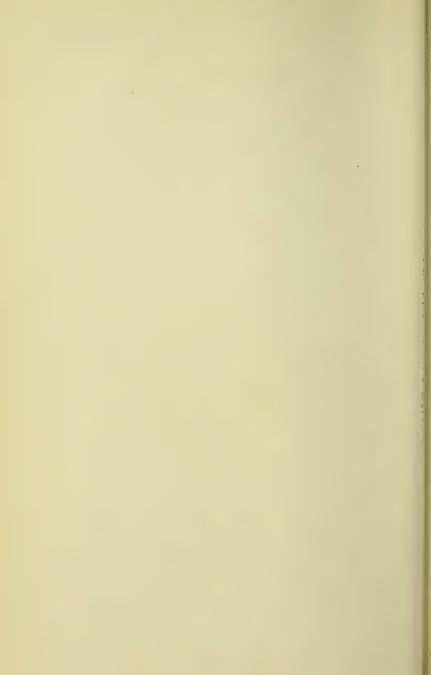
Trinity College is conducted by the SISTERS OF NOTRE DAME OF NAMUR.

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "TRINITY COLLEGE, WASHINGTON, D. C."

The degrees conferred by Trinity College are registered "in full" by the UNIVERSITY OF THE STATE OF NEW YORK.

LEGAL FORM OF BEQUEST: I give, devise and bequeath to Trinity College, Washington, D.C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.





TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER' EDUCATION OF WOMEN



NOTE.—The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country.

DEPARTMENT OF THE INTERIOR BUREAU OF EDUCATION WASHINGTON

March 30, 1914.

To the

PRESIDENT OF TRINITY COLLEGE, Washington, D. C.

DEAR MADAM:

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College, and of the standing of the students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,
P. P. CLAXTON,

Commissioner.

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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College telephone is North 10328. Faculty telephone (private), North 2970. The Students' telephones are North 2367 and North 3951. Graduate Hall, North 5993.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Trinity College, Washington, D. C. It should be prepaid.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information and inquiries regarding admission, entrance requirements, and stude...ts' rooms should be addressed to the Secretary of the College.

CALENDAR

1922

SMTWTFS	SMTWTFS SMTWTFS SMTWT	· S
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1923

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16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
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30			

COLLEGE CALENDAR

1922

Christmas Vacation ends, Mid-year Examinations begin, Mid-year Examinations end, Spiritual Retreat for the Students, Second Semester begins, Easter Vacation begins at noon, Easter Vacation ends 6 P.M. Founders' Day, Entrance Examinations at Centres begin, Entrance Examinations at Centres end, Final Examinations begin, Final Examinations end, Baccalaureate Sermon, Commencement Exercises, Entrance Examinations at the College begin, Registration for new Students, Registration for other Students, College Exercises begin, Thanksgiving Day, Christmas Vacation begins at noon,

Tuesday, Jan. 3. Friday, Jan. 13. Monday, Jan. 23. Tuesday, Jan. 24. Monday, Jan. 30. Tuesday, April 11. Tuesday, Apr. 18. Monday, May 1. Monday, May 29. Saturday, June 3. Tuesday May 23. Tuesday, June 6. Sunday, June 4. Thursday, June 8. Friday, Sept. 15. Monday, Sept. 18. Tuesday, Sept. 19. Wednesday, Sept. 20. Thursday, Nov. 30. Wednesday, Dec. 20.

1923

Christmas Vacation ends, Mid-year Examinations begin, Mid-year Examinations end, Spiritual Retreat for the Students, Second Semester begins, Easter Vacation begins at noon, Easter Vacation ends 6 P. M., Founders' Day, Entrance Examinations at Centres begin, Entrance Examinations at Centres end, Final Examinations begin, Final Examinations end, Baccalaureate Sermon, Commencement Exercises, Entrance Examinations at the College begin, Registration for new Students, Registration for other Students. College Exercises begin, Thanksgiving Day, Christmas Vacation ends.

Tuesday, Jan. 4.
Friday, Jan. 12.
Monday, Jan. 22.
Tuesday, Jan. 23.
Monday, Jan. 29.
Tuesday, March 27.
Tuesday, April 3.
Tuesday, May 1.
Monday, May 28.
Saturday, June 2.
Tuesday, May 22.
Tuesday, June 3.
Thursday, June 7.
Friday, Sept. 21.
Monday, Sept. 21.
Monday, Sept. 24.
Tuesday, Sept. 25.
Wednesday, Sept. 26.
Thursday, Nov. 29.
Thursday, Jan. 3.

THE FACULTY

Arranged in order of appointment.

SISTER RAPHAEL, A.B., M.D.

President

SISTER MARY ISABELLE, M.S.

Dean

SISTER BERCHMANS JULIA, A.M. Philosophy.

Assistant Dean

RIGHT REVEREND MSGR. EDWARD A. PACE, Ph. D., S.T.D., LL.D. Ethics.

SISTER ODILIA, Ph.D.

Registrar. German.

SISTER MARIE CECILIA, M.S.
Mathematics.

SISTER JULIE, A.M.

English and American Literature.

SISTER FLORENCE LOUISE, A.M.

Secretary of the College.

History of Art.

REVEREND WILLIAM J. KERBY, S.T.L., LL.D. Sociology.

SISTER MARY PATRICIA, B. Litt.

SISTER MARIE LOUIS, A.M.

Scripture.

Education.

VERY REVEREND CHARLES F. AIKEN, S.T.D. Religion.

SISTER WILFRID, A.M.

Latin.

REVEREND THOMAS V. MOORE, Ph.D., M.D. Clinical and Experimental Psychology.

VERY REVEREND CHARLES A. DUBRAY, S.M., S.T.D. Contemporary Philosophy.

- SISTER MARY ALBANIA, A.M. Greek and Latin.
- ELSIE KERNAN
 Elocution.
- SENORA RITA LESCA DE RUIZ, Spanish.
- SISTER MARIE EUGÉNIE, A.M. French.
- SISTER JOSEPHINE, Mus.B. Music.
- REVEREND NICHOLAS A. WEBER, S.M., S.T.D. History.
- SISTER ALOYSIUS MARIE, M.S. Physics.
- VERY REVEREND PATRICK J. McCORMICK, S.T.L., Ph.D. History of Education.
- VERY REVEREND JOHN A. RYAN, S.T.D. Political Science.
- SISTER JULIA OF THE TRINITY, A.M. Rhetoric and English Literature.
- SISTER JULIA, A.M.
- SISTER JULITTA, M.S. Biology.
- SISTER ST. ELIZABETH, A.B. French.
- SISTER MARY KOSTKA, A.M. Mathematics.
- RIGHT REVEREND MSGR. FILIPPO BERNARDINI, D.D. Italian.
- SISTER MARGARET OF THE TRINITY, A.B. Economics.
- SISTER MARIE VIRGINIA, A.M. History.

REVEREND JOHN O'GRADY, Ph.D. Applied Sociology.

JOSEPH DUNN, Ph.D. Gaelic. Irish History.

REVEREND EDWARD B. JORDAN, S.T.D. Education.

REVEREND CROCIANUS CAPELLINO, O.P., S.T.D., Ph.D. Italian.

LUCY SAGE
Physical Training.

MILDRED McCARTHY Hygiene. Gymnastics.

SISTER MARIE MECHTILDE, A.B. Chemistry.

SISTER LORETTA, A.B. English Literature.

KATHARINE KELLY, A.B. Club Organizations.

MERCEDES PHELAN, A.B. Spanish.

CATHERINE MANNING, A.B. Latin.

PAULINE WRIGHT, A.B. Biology.

JULIETTE CARNUS, Licence ès-lettres-Philosophie. French.

MAXIMILLIENE BÉLIARD, A.B. French.

HELEN CORBIN HEINL Music.

English History.

School Methods.

THE ADVISORY BOARD

The Most Reverend Michael J. Curley, D. D. Archbishop of Baltimore

President

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THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY

THE SISTER PROVINCIAL OF THE EASTERN PROVINCE OF NOTRE DAME

THE PRESIDENT OF THE COLLEGE

THE SECRETARY OF THE COLLEGE

THE TREASURER OF THE COLLEGE

THE DEAN OF THE COLLEGE FACULTY

THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS

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THE RIGHT REVEREND DANIEL FEEHAN, D.D.

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Buffalo, N. Y. Fall River, Mass.

Washington, D. C.

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Washington, D. C.

New York City

Washington, D. C.

Washington, D. C.

Washington, D. C.

Washington, D. C. Philadelphia, Pa.

Philadelphia, Pa. Pasadena, Cal.

Washington, D. C.

Brookline, Mass.

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Brooklyn, N. Y.

THE AUXILIARY BOARD OF REGENTS

The Board is organized as the Auxiliary Board of Regents of Trinity College and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

Constitution, Art. 1

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Dr. Mary O'Malley

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Mrs. Charles E. Roach Mrs. William N. Roach

Mrs. Bernard F. Saul

Miss Agnes Saul Miss Mary Saul

Mrs. Edward P. Schwartz

Mrs. Raphael L. Shanafelt

Miss Rebecca E. Shanley Mrs. Samuel J. Shoemaker

Mrs. Joseph A. Stanley

Mrs. Maurice F. Talty

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Miss Katherine Toohev

Mrs. Z. B. Vance Mrs. John J. Walsh

Mrs. George A. Weschler

Mrs. Washington A. Young

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Boards formed outside of the city of Washington are called Associate Boards of Trinity College.

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MISS AGNES MITCHELL Vice-Regent of Concord

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MRS. T. C. POWER

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MRS. DANIEL J. HENNESSY Vice-Regent of Butte

WASHINGTON

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KANSAS

MRS. RICHARD P. BLAND State Regent

MRS. J. T. QUIETTE
Chairman of Kansas City Committee

CALIFORNIA

MRS. M. P. O'CONNOR State Regent

CENTRES OF INFORMATION

THE ALUMNÆ ASSOCIATION OF TRINITY COLLEGE

OFFICERS

President, Miriam A. Greene, '16 265 Berkeley Place, Brooklyn, N. Y.

First Vice-President, Mrs. J. B. Doyle, '07 385 West End Avenue, New York, N. Y.

Second Vice-President, Irene Lee, '19
75 Lake Street, North East Pa.

Secretary, Loretta Galligan, '10 88 Broadway, Taunton, Mass.

Treasurer, Martha Logan, '09
560 Broadway, South Boston, Mass.

Directors, Mrs. J. T. C. McGuire, '10 245 Madison Street, Fall River, Mass.

> Mary D. Walsh, '15 Bellevue Hospital, New York, N. Y.

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Mrs. Mary Arthur, National Vice-President Indianapolis, Indiana

Miss Alice Ratigan, National Secretary
Detroit, Michigan

Miss Mary Kennedy, National Treasurer
Milwaukee, Wisconsin

Miss Catherine Harrington, National Chairman of Irish History Butte, Montana

Mrs. Katherine Foley, National Director New Haven, Connecticut

Mrs. Margaret Williams, National Director
Richmond, Virginia

TRINITY COLLEGE

Location.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park, from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

FOUNDATION AND PURPOSE.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for "a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning." The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only is the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view:

the true scholar, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the true woman, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

THE LIBRARY.—The College Library now contains about 28,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

The O'Connor Art Gallery.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

The Reception Rooms contain many precious and rare pictures, ceramics and bronzes, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Pa., and by other devoted friends. These furnish splendid examples of the earliest methods of painting and sculpture.

The Science Laboratories.—The Science Laboratories, though small, are well equipped for thorough work in the advanced, as well as in the elementary courses, offered to students, and it is hoped that larger apartments may soon be provided.

Extrinsic Advantages.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places and at others rich in economic, scientific, and historic interest, e. g., the Treasury Department, the Patent Office, the Coast and Geodetic Survey, the Geological Survey, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery and National Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought, men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

Scope of the College.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system.

The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is affiliated with the Catholic University of America at Washington, and it is registered in full with the University of the State of New York. It is a member of the Catholic Educational Association, of the Association of American Colleges, of the Middle Atlantic Association of Colleges, and of the American Council on Education. It has been ranked in Class A by the United States Commissioner of Education, and the graduates of Trinity are eligible for membership in the Association of Collegiate Alumnae.

CLASSIFICATION OF STUDENTS

The students are classified as follows: Graduate students and undergraduate students.

Graduate Students are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

ADMISSION

METHODS OF ADMISSION

Admission by certificate was abolished in 1919. All candidates for admission must take entrance examinations.

There are two methods of admission to Trinity College.

- I. OLD PLAN.—Under this plan a candidate must present at entrance 16 units in prescribed subjects obtained in one of the following ways:
 - 1. From examinations taken at Trinity College.
- 2. From examinations conducted by the College Entrance Examination Board of New York.
- 3. From Catholic University Examinations given to affiliated schools.
 - 4. From Regents' Examinations of the State of New York.
- II. NEW PLAN.—The examinations required in this plan are of the type known as comprehensive examinations offered by the College Entrance Board.

The new method depends on two kinds of evidence:

- 1. Evidence submitted by the school, consisting of
 - a. A school report covering the entire record of subjects and grades for four years.
 - b. A statement from the school principal including an estimate of the applicant's scholarly interests, special ability, and character.

2. Evidence submitted by the candidate, consisting of

Four comprehensive examinations, selected from each of the following groups:

- (1) English or History, selected by the applicant
- (2) A foreign language, selected by the applicant.
- (3) Mathematics, or Chemistry, or Physics, selected by the applicant.
- (4) A fourth subject, designated by the applicant from the subjects which may be offered for admission. This choice must be approved by the Committee on Admission of the respective colleges.

 These four examinations must be taken at one time.

At least two examinations must cover more than two admission units* each.

In each subject chosen the comprehensive examination covering all the units offered by her for admission must be taken by the applicant.

It is desirable that applicants furnish school records and state the subjects selected for examination before February fifteenth of the year in which the examinations are to be taken.

The Committee on Admission of the individual college must give its permission, based upon the evidence submitted by the school, before the applicant may take the examinations.

Under the new plan the candidate, if admitted to college, will be admitted free from all conditions. Failure to meet completely the standard in both kinds of evidence required will not necessarily involve rejection of the applicant; the Committee may accept unusual excellence in one part of the credentials submitted as offsetting unsatisfactory evidence or even failure in another part. If the candidate fails of admission in June she will not be debarred from taking examinations under the old system in September, but

[•] Note.—A unit as defined by the College Entrance Examination Board represents a year's study in any subject in a secondary school, constituting approximately a quarter of a year's work.

she may not take the comprehensive examinations for admission under the new plan before June of the following year.

It is believed that this new type of admission combines the best elements of the present certificate system and of the examination system in that it requires the school record and estimate of character, and also demands examinations designed to test the candidate's intellectual power, not alone her memory of prescribed facts. Furthermore, the method offers the applicant the fullest opportunity to show her ability in subjects in which she believes herself best qualified.

This plan substitutes a uniform method of admission in place of the various certificate forms now used by many colleges and gives the school entire freedom in the sequence of its work, making no requirement of certain subjects in the last years.

DESCRIPTION OF COMPREHENSIVE EXAMINATIONS*

ENGLISH

The purpose of this examination will be to test the ability of the candidate to define clearly in writing ideas gained both from books and from the life around her, and to read with accuracy and appreciation literature as varied in subject-matter and form as that listed under "Uniform Entrance Requirements in English." Accuracy in the technique of writing will be insisted upon, but no paper will be considered satisfactory which does not show, in addition to this accuracy, that the student is able to think for herself and to apply what she has learned to the solution of unexpected problems. Although knowledge of the subject-matter of the particular books prescribed in the "Uniform Entrance Requirements in English," is not necessary, yet the requisite ability can not be gained without a systematic and progressive study of good literature.

LATIN

The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons each week, extending through two, three, or four years.

^{*}Defined by the College Entrance Examination Board. 1919.

The paper will include passages of Latin prose and verse of varying degrees of difficulty to be translated at sight, and passages for Latin composition of varying degrees of difficulty. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as questions on the subject-matter, literary and historical, connected with the authors usually read in schools.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study; but a candidate who has studied Latin four years may not select the more elementary parts of the paper. The proper parts will be indicated on the

examination papers.

GREEK

The examination will be adapted to the proficiency of those who have studied Greek in a systematic school course of five exer-

cises a week, extending through two or three school years.

The paper will include passages of simple Attic prose and of Homer to be translated at sight, and questions, based upon these passages, to afford the candidate means of showing her mastery of the ordinary forms, constructions, and idioms of the language. The paper will also include passages in English to be turned into Greek, and questions on prosody, on the Homeric poems, and on Homeric life.

FRENCH

The examination will be adapted to the proficiency of those who have studied French in school for two, three, or four years. The paper will include passages of French prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficult to be translated into French, and questions on grammar. Opportainty will be given to those who have had special training in French to show their ability to express themselves in that language.

GERMAN

The examinat in will be adapted to the proficiency of those who have studied German in school for two, three, or four in the paper with include passages of German prose

both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into German, and questions on grammar. Opportunity will be given to those who have had special training in German to show their ability to express themselves in that language.

SPANISH

The examination will be adapted to the proficiency of those who have studied Spanish in school for two, three, or four years. The paper will include passages of Spanish prose or verse or both of varying degrees of difficulty to be translated into simple and idiomatic English. It will also contain passages in English of varying degrees of difficulty to be translated into Spanish, and questions on grammar. Opportunity will be given to those who have had special training in Spanish to show their ability to express themselves in that language.

MATHEMATICS

The examination will be adapted to the proficiency of those who have had not less than the usual school course in Elementary Mathematics, comprising Algebra through quadratics and Plane Geometry, and will also provide the means by which those who have extended their study to one or more branches of Advanced Mathematics, namely, Solid Geometry, Logarithms and Trigonometry, and Advanced Algebra, may exhibit their proficiency in any or all of these branches of Mathematics. There will be two papers, one for those who have had no instruction beyond Elementary Mathematics, and one for those whose instruction has gone farther. Every candidate who has received instruction beyond Elementary Mathematics will be expected to take the paper containing questions on Advanced Mathematics, and to devote at least half her time to those questions which are based on the advanced Mathematics she has studied.

HISTORY

The paper will consist of five divisions made up of questions on Ancient History, Medieval and Modern History, Modern European History (including English History from 176), English History, and American History (including Civil Governent). The questions on the division will be partly prescribed and partly optional.

If the condition of the division, she will be a conserver the prescribed questions on the division, one

of them being a map question. She should spend about two hours on these prescribed questions and should devote the remaining hour to the optional questions on the same division. If, on the other hand, the candidate has studied two or more of these divisions, she will be expected to answer, in addition to the prescribed questions on *one* of these divisions, questions on such other divisions as she may have studied.

In reading the papers, account will be taken of the year of the school program in which the subject has been studied. As further evidence of the candidate's proficiency, note-books may be sub-

mitted.

CHEMISTRY*

The examination will be adapted to the proficiency of those who have received systematic instruction in the principles of Chemistry and their application in a school course in which laboratory experiments are performed by the pupil. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer, and will require the recognition of the phenomena and of the laws that are of general significance, and the illustration of such phenomena and laws by well-chosen examples. It will include not only questions on the chemistry of laboratory practice, but also, in an elementary fashion, questions on the chemistry of the household and of industry.

PHYSICS*

The examination will be adapted to the proficiency of those who have had such a course of school training in the elementary facts and principles of Physics as is described in the detailed definition of Physics. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

BOTANY*

The examination will be adapted to the proficiency of those who have had such a course of school training in the elementary facts and principles of Botany as is described in the detailed definition of Botany. In order to make due allowance for diversity of instruction in different schools, the paper will contain more questions than the candidate is expected to answer.

^{*}Science note-books may be submitted with a laboratory certificate endorsed by the teacher.

ENTRANCE REQUIREMENTS

FOR THE DEGREES OF BACHELOR OF ARTS (A.B.)

Prescribed	
English	
Latin	4 units
Major Language	3 units
(Greek, French,	German or
Spanish)	
History	1 unit
Mathematics	

Electives

Two units must be chosen from the following subjects:

Minor Language 2 (Not offered for Major	
guage)	Lan
History2	units
Solid Geometry	unit
Trigonometry	unit
Physics1	unit
Chemistry1	unit
Botany1	unit
Zoölogy1	unit
Music1	unit
Total16	units

BACHELOR OF LETTERS (B. Litt.)

Prescribed

English3	units
History1	unit
Major Language3	units
(Latin, Greek, French, Ge	rman
Spanish or Ítalian)	
Minor Language2	units
Latin must be either the M	Major
or Minor Language.	•

Electives

Seven units must be chosen from the following subjects:

Major Language3	units
Minor Language2	units
History3	units
Algebra2	
Plane Geometry1	unit
Physics1	unit
Chemistry1	
Botany1	
Zoölogy1	
Music1	unit
Total16	units

BACHELOR OF SCIENCE (B. S.)

Prescribed

English3	units
	units
French3	
	units
History1	unit
Algebra—2d year2	units
Plane Geometry1	unit

Electives

One unit must be chosen from the following subjects:

Solid Geometry	unit
Trigonometry	unit
Physics1	unit
Chemistry1	unit
General Biology1	unit
Botany1	unit
Zoölogy1	unit
Total 16	units

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

College Entrance Examination Board Examination	Trinity College Examination
Subjects	Subjects Units
English, a and b	= English3
History, a, b, c, or d	= History1
Mathematics, a (i and ii) and c	
Latin, a (i and ii), b, c, d, l and m	
One of the following:	Major Requirement in one of
Greek, a (i and ii), b, c, f, and g	the following:
French, a and b	Greek, or French, or German
German, a and b	Spanish
Spanish	Italian
Italian) (Tollan
One subject from group I or two subjects	Two units to be chosen from
from Group II:	the following:
Group I:	The Minor Requirement in one of
Greek, a (i and ii), b, f, and g	the languages not offered for major
French, a	standing (Greek, or French, or Ger.
German, a	man, or Spanish, or Italian)2
Group II:	>= \ or one unit in two of the following
History, a, or b, or c, or d	subjects:
(not offered above)	History1
Physics	Physics1
Chemistry	Chemistry1
Botany	Botany1
Zoölogy	Zoölogy1
Music	Music1

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic diploma will be accepted in lieu of the examination in any subject.

The admission subjects, according to the Old Plan, are divided into two groups as follows:

Preliminaries:

English 1—Grammar and Composition.

French minor except Prose Composition and the use of the spoken language.

German minor except Prose Composition and the use of the

spoken language.

Greek minor except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

Finals:

English 2—Reading and Study, including Composition.

French major requirement, the Prose Composition and use of the spoken language of the major requirement.

German major requirement, the Prose Composition and the use

of the spoken language of the major requirement.

Greek major, the Prose Composition of the major requirement.

History, second point.

Latin Prose Composition.

Algebra, Botany, Chemistry, Physics, and Music.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken

during the last year. Candidates are advised to take English Composition and Algebra in the last year.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

- 1. The requirements for admission to the freshman class.
- 2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
- 3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

Advanced standing for college work without examinations is granted only to students who have completed at *least one year* in a college or university of high rank; otherwise advanced standing may be obtained only by examination.

No candidate may be admitted if her credentials show that half of her work has fallen below 75%, or that she is conditioned in even one college subject.

The acceptance of work is provisional. In case the character of a student's resident work in any subject is such as to create doubt as to the quality of that which preceded, the College reserves the right to revoke at any time any credit assigned and to exact examination in the same.

GENERAL REGULATIONS

At the beginning of the year, or as early as possible, before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. An entrance fee does not engage a room. It only registers an application. It is not refunded in case of withdrawal. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1923 the entrance examinations will be held May 28 to June 2 and September 15 to September 19. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, one dollar should be forwarded.

By special arrangement entrance examinations may be taken in May at one of the Examination Centres. The September examinations must be taken at the College. There is a fee of six dollars for examinations whether taken at the Centres or at the College.

The College recommends candidates to take the examinations held by the College Entrance Examination Board in June and September of each year. In 1923 they will be given June 18–23. For information concerning them address College Entrance Examination Board, 431 West 117th Street, New York, N. Y.

EXAMINATION CENTRES

The Visitation Academy,
St. Joseph's Academy,
Miss Nardin's Academy,
St. Peter's Academy,
The Academy of Notre Dame,
The Academy of Notre Dame,

The Academy of Notre Dame,

St. John's School,

Academy of the Faithful

Companions of Jesus,

Mount St. Mary's Academy,

St. Joseph's Academy,

St. Teresa's School,

St. Mary's Academy,

Notre Dame Academy,

The Academy of Notre Dame,

The Academy of Our Lady of Mercy,

St. Joseph's Academy,

Mount Aloysius Academy,

Mount St. Mary's Seminary,

St. Mary's Academy,

The Academy of Notre Dame,

The Academy of Notre Dame,

The Ursuline Academy,

Brooklyn, N. Y., Second Ave. and 91st St.

Brentwood, L. I., St. Joseph's-in-the-Pines.

Buffalo, N. Y., Cleveland Ave.

Rome, N. Y.

Boston, Mass., The Fenway.

Roxbury, Mass., Washington St.

Lowell, Mass., Adams St.

Worcester, Mass., Vernon St.

Fitchburg, Mass.

Hookset Heights, N. H.

Deering, Maine.

Providence, R. I., Pope St.

New Haven, Conn., Orange St.

Waterbury, Conn.

Philadelphia, Pa., W. Rittenhouse Sq.

Pittsburgh, Pa., Fifth Ave.

Greensburg, Pa., Seton Hill.

Cresson, Pa.

Scranton, Pa., Adams Ave.

Wilkes-Barre, Pa.

Cincinnati, Ohio, Sixth St.

Cincinnati, Ohio, East Walnut Hills.

Cleveland, Ohio, Willson & Scoville Aves.

Columbus, Ohio, Rich Street. St. Joseph's Academy,

Mount DeSales Academy. Macon, Ga. Nazareth Academy, Nazareth, Ky.

The Loretto Academy. Montgomery, Ala.

Chicago, Ill., 4928 Evans Ave. St. Xavier's Academy.

Academy of Our Lady of the

Peoria, Ill., Madison Ave. and Bryan St. Sacred Heart.

Villa de Chantal. Rock Island, Ill.

St. Louis, Mo., Cabanné Place. The Academy of the Visitation,

Mount St. Mary's Academy, Leavenworth, Kas.

Mount Carmel Academy. Wichita, Kas.

The Academy of the Visitation, St. Paul, Minn., University St.

Immaculate Conception

St. Mary's Academy,

Davenport, Iowa. Academy.

The Academy of the Visitation, Dubuque, Iowa, Alta Vista St.

St. Joseph's Academy, Des Moines, Iowa.

Monroe, Mich. Sacred Heart Academy, Grand Rapids, Mich.

Central High School. Yankton, S. Dak.

The Loretto Academy. Denver, Colo., Loretto Heights.

The Loretto Academy, Santa Fé, N. M.

The College of Notre Dame, San José, Calif., Santa Clara St.

The College of Notre Dame. San Francisco, Calif., Mission Dolores.

Immaculate Heart College. Hollywood, Calif.

The Mother-House Congregation Notre Dame, Montreal, Quebec.

St, Mary's Academy and College, Portland, Oregon.

SCHEDULE OF ENTRANCE EXAMINATIONS SEPTEMBER, 1922

Friday, September 15

9-12 A. M. English.
2- 5 P. M. French.

Saturday, September 16

9-12 A. M. Latin. 2-5 P. M. History.

Monday, September 18

9-12 A. M. Algebra.
2-5 P. M. French, German.

Tuesday September 19

9-12 A. M. Physics, Chemistry, Biology. 2-5 f. M. Spanish, Greek.

Saturday, September 23

9-12 A. M. Plane Geometry.

DEFINITION OF REQUIREMENTS

ENGLISH (3)

The study of English in school has two main objects, which should be considered of equal importance: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation, and the development of the habit of reading good literature with enjoyment.

EXAMINATION

Candidates will have the option of taking either of two examinations: (1) Comprehensive; (2) Restricted. The comprehensive examination is described on page 23. The following statements apply to the restricted examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

REQUIREMENT, 1923-1925

Habits of correct, clear, and truthful expression. This part of the requirement calls for a carefully graded course in oral and written composition, and for instruction in the practical essentials of grammar, a study which ordinarily should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such elementary errors as personal speech-defects, foreign accent, and obscure enunciation.

Ability to read with intelligence and appreciation works of moderate difficulty; familiarity with a few masterpieces. This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first contains selections appropriate for the earlier years in the secondary school. These should be carefully read, in some cases studied, with a measure of thoroughness appropriate for immature minds. The second contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented at least by home reading on the part of the pupil and by class-room reading on the part of pupils and instructor. It should be kept constantly in mind that the twofold purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

LIST OF BOOKS, 1923-1925

A. BOOKS FOR READING

From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

GROUP I

Dickens: A Tale of Two Cities. George Eliot: Silas Marner. Scott: Quentin Durward.

Stevenson: Treasure Island or Kidnapped. Hawthorne: The House of the Seven Gables.

GROUP II

Shakespeare: Merchant of Venice, Julius Cæsar, King Henry V, As You Like It.

GROUP III

Scott: The Lady of the Lake.

Coleridge: The Ancient Mariner; and Arnold: Sohrab and Rustum.

A collection of representative verse, narrative and lyric.

Tennyson: Idylls of the King (any four).

The *Eneid* or the *Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*.

GROUP IV

The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther).

Irving: The Sketch Book (about 175 pages).

Addison and Steele: The Sir Roger de Coverley Papers.

Macaulay: Lord Clive.
Parkman: The Oregon Trail.
Franklin: Autobiography.

GROUP V

A modern novel.

A collection of short stories (about 150 pages).

A collection of contemporary verse (about 150 pages).

A collection of prose writings on matters of current interest (about 150 pages). Two modern plays.

All selections from this group should be works of recognized excellence.

B. Books for Study

One selection to be made from each group.

GROUP I

Shakespeare: Macbeth.

Hamlet.

GROUP II

Milton: L'Allegro, Il Penseroso, and either Comus or Lycidas.

Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus"—, Instans Tyrannus, One Word More.

GROUP III

Macaulay: Life of Johnson.

Carlyle: Essay on Burns, with a brief selection from Burns's Poems. Arnold: Wordsworth, with a brief selection from Wordsworth's Poems.

GROUP IV

Burke: Speech on Conciliation with America.

A collection of orations, to include at least Washington's Farewell Address, Webster's First Bunker Hill Oration, and Lincoln's Gettysburg Address.

EXAMINATION, 1923-1925

The examination will be in two parts. The first part will test powers of correct, clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will be provided. These may be suggested in part by the books recommended for reading, but a sufficient number from other sources will make it possible for the candidate to draw upon her own experience and ideas. She will not be expected to compose at a more rapid rate than three hundred fifty words an hour, but her work must be free from common errors in grammar, idiom, spelling, and punctuation, and should show that she understands the principles of unity and coherence. In addition, questions may be asked on the practical essentials of grammar, such as the construction of words and the relation of various parts of a sentence to one another.

The second part will test the faithfulness with which the candidate has studied the works recommended for study and her ability to grasp quickly the meaning of a passage of prose or verse that she has not previously seen and to answer simple questions on its literary qualities. The examination may call also for the writing of a short composition.

In connection with the second part of the examination the candidate may be required by the college to submit a statement certified by her principal specifying what books she has read during her secondary school course, and indicating the quality and character of her spoken English.

HISTORY (1)

A. ANCIENT HISTORY.

One unit.

The course should devote one-half of the year to the study of the history of the ancient Orient and of Greece as far as the death of Alexander and the break-up of his empire, with the study of Western Hellas to the death of Timoleon. The second half-year should be devoted to the study of the history of Rome as far as the death of Charlemagne. During this half-year time should be found for the study of the Hellenistic Period of Greek history and the merging of the story of Greece with the story of Rome.

Since not more than one-tenth of the whole time available can be allotted to the study of the History of the Orient, only so much of its narrative history should be studied as will hold the story together and fix its geography and its time relations, including some fixed dates of early chronology. Emphasis should be laid, not upon the details of military and political history, but upon the civilization developed by the different peoples of the Orient, with particular reference to the contributions which they made to later ages.

When we pass to the study of Greek history, little time should be spent on the period prior to the Persian Wars, except to deal concretely with Homeric society and to emphasize the expansion of Hellas. From the Persian Wars to the death of Alexander the study should be exact and thorough, with special reference to the political, intellectual, and artistic development of Hellas during the Age of Pericles. Instead of trying to trace the constitutional development of Athens and of Sparta from the beginning, the working of government in these states at this, the time of their maturity, should be mastered.

In the period following the death of Alexander no attempt should be made to follow the intricate political history of the time, but opportunity should be taken either at this point or preferably in the second half-year, just prior to studying the Roman conquest of the East, to dwell upon federal government in Greece and bureaucratic government in Egypt; upon science, philosophy, literature, art, and especially religion—the decaying religion of Greece and the expanding cults in the East—in a word, upon the formation of the mixed Græco-Oriental culture of which Rome became the heir.

At the beginning of the second half-year the history of Rome to about the year 300 B. C. should be covered very rapidly; the Roman religion being made the most important subject of study. The attempt should be made rather to understand the organization and working of Senatorial government in the third and second centuries B. C. than to trace the changes made in Roman institutions in the fifth and fourth centuries. From 300 B. C. to the death of Marcus Aurelius the study must be relatively detailed and thorough. After this period the course should move rapidly, lingering only on the reigns of Diocletian, Constantine, and Justinian. The period of, and after, the Barbarian Invasions must be viewed from the Roman side. Hence little atten-

ion should be given to Germanic or Mohammedan migrations and institutions and to the beginnings of the modern nations, but emphasis should be placed upon those institutions which helped to preserve and to pass on to later ages the contributions of Roman civilization; as, for example, the development of Roman law and of the Christian Church. Throughout, wherever possible, the treatment should be biographical.

B. MEDIEVAL AND MODERN HISTORY.

One unit.

The broad plan of this course should be to devote one-quarter of the year's work to the period prior to about 1300 A. D. closing with the death of Pope Boniface VIII; the second quarter should carry forward to about 1660, closing with the readjustments in the treaties of Westphalia and of the Pyrenees; the third quarter should close with the Congress of Vienna in 1815; and the work of the fourth quarter should be adjusted so as to give the last half of the time to events since 1878, with the purpose of explaining clearly the causes and the issues of the war of 1914.

The contribution of the Roman Empire, the Germans, the Christian Church and Mohammedanism to medieval civilization, form the introduction to the study of feudalism, the crusades, the formation of European states, and the varied aspects of medieval society. The several phases of the Renaissance and of the Reformation should be supplemented by study of the discoveries outside of Europe and of colonial rivalries. The absolute monarchy of Louis XIV, the enlightened despotism of Frederick the Great, and the republican government of Revolutionary France should be explained as types in the development of government on the continent. While the Napoleonic period should not be neglected, special emphasis should be laid upon the Industrial Revolution—its political and social aspects—upon the growth of nationalism and democracy, and upon the economic expansion of European states outside of Europe.

C. MODERN HISTORY.

One unit.

After a brief survey of the international and colonial developments since the age of discovery, the course should begin with a cross-section of the governmental, social, and cultural conditions in Europe about 1660 A. D. The absolute monarchy of Louis XIV, the parliamentary government of England, the enlightened despotism of Frederick the Great, and the republican government of Revolutionary France and the imperialism of Napoleon should be studied as types of government in the transition from medieval feudalism to present day democracy. Attention should be given to the growth of national states and to the leading international and colonial problems since 1660 which culminate in the British Empire with its self-governing dominions, the partition of Africa, the awakening of the Far East, and the great international

rivalries of the present generation. Emphasis should be laid upon the Industrial Revolution—its political and social aspects—and some attention should be given to the leading features of the internal history of England, France, and Germany. The study of the last half century should include some account of the great material changes, important inventions, and intellectual, social and humanitarian movements.

D. ENGLISH HISTORY.

One unit.

The division of the work between the two half-years should be made at about 1660.

During the first half-year, the periods of the early Plantagenets (Henry II and Edward I), of the Tudors, and of the early Stuarts should receive emphasis. Though the economic conditions and the relations with Scotland and France and later with Spain are interesting as well as important, some attention should be given to such more difficult topics as Anglo-Norman feudalism; the origins of the Constitution, especially the Great Charter and the rise of Parliament; and the development from feudal monarchy towards parliamentary government. Some attempt also should be made to explain the development and character of the Christian church in England, its relations with papacy, the later severance of these relations, the establishment of the national church, and the Puritan movement.

In the second half-year, starting with the Restoration, attention should first be given to the continued struggle between Crown and Parliament culminating in the establishment of responsible government. In studying the great wars with France, attention should be directed to the commercial and colonial expansion in America and in the East. With regard to imperial policy, the causes and effects of the Scottish and Irish unions and the revolt of the American colonies should be explained. The study of the revolution in agriculture, industry, and transportation should include some consideration of the consequent political and social reforms. Since the Reform Act of 1867, emphasis should be laid upon the more important reforms affecting economic, social, and political life, and upon the problem of Ireland. Some idea should be given of the growth and nature of British power in India, and the problem of imperial organization.

In general, it is desirable to emphasize the important epochs and the greater movements rather than to give each reign equal stress; to trace developments in so far as possible; to secure a clear comprehension of the more influential personalities; and to show the relations of English history to the history of other countries, especially the United States.

E. AMERICAN HISTORY.

One unit.

The course in American history should be so arranged that the work of the first half-year will include the administration of John Quincy Adams, while

that of the second half-year will include events of recent occurrence. In the work of the first half-year considerably more time should be spent on the period from 1763 to 1829 than on the period from early times to 1763; and in the work of the second half-year more time should be given to the period since the Civil War than to that before.

For the guidance of both teachers and students the following suggestions are made:

- 1. That such topics as the routes of the principal discoverers and explorers, the resulting claims and settlements, campaigns of the principal wars, and territorial growth of the United States be studied primarily as map work.
- 2. That the European background should be given particular attention during the colonial period and during the national period to 1823.
- 3. That the various attempts at colonial union, the experiments in federal government, and the growth of federal power be especially emphasized.
- 4. That too much time should not be given to the topics of slavery, secession and the reconstruction period. Instead, special attention should be paid to territorial expansion, and social and industrial growth.
- 5. That special importance should be accorded the policy of the United States in foreign affairs, tariff, banking, civil service, currency, corporation control, conservation of natural resources, capital and labor, and other present day problems.
- 6. That familiarity with the lives of great Americans should be especially encouraged.

F. CIVIL GOVERNMENT.

One-half unit.

Civil government in the United States (national, state, and local), its constitution, organization, and actual working.

The candidate will be expected to show such knowledge of the field as may be acquired from the study of a good textbook of not less than 300 pages, supplemented by collateral reading and discussion.

For the guidance of both teacher and student the following list of topics is suggested:

- 1. The purposes of government, including prevention of crime, care of dependents, preservation of public health, education, taxation, conservation of natural resources, immigration, and control of commerce.
- 2. The division of power and of activities among federal, state, and local governments.
 - 3. The federal government: its organization and working.
 - 4. State government: its organization, scope, and problems.
- 5. Local government, with special attention to the forms and problems of municipal government.
- 6. Parties: their function and organization; the machinery of nomination and election.

7. Attempts at reform: initiative and referendum, recall, short ballot, etc. Note.—The above list of topics is not intended to be exhaustive, but rather to suggest such representative topics as should be included in the school course.

G. AMERICAN HISTORY AND CIVIL GOVERNMENT.

One unit.

Candidates who wish to offer American history and civil government should devote approximately two-thirds of the allotted time to the study of American history, and one-third to the study of civil government. How this division of time should be arranged must be left to the experience of the individual teachers since the practice has been found to vary so widely that no general direction can be given.

LATIN (4)

I. Amount and Range of the Reading Required.

- (1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.
- (2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics and Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. Scope of the Examination.

- (1) Translation at Sight.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.
- (2) Prescribed Reading.—Candidates will be examined also upon the following prescribed reading: In 1923, 1924, and 1925. Cicero, the fourth oration against Catiline, and the oration for the Manilian Law; Vergil, Eneid, I and IV; Ovid, Metamorphoses, Book III, 1–137 (Cadmus); IV, 55–166 (Pyramus and Thisbe), and 663–764 (Perseus and Andromeda); VI, 165–312 (Niobe); VIII, 183–235 (Daedalus and Icarus); X, 1–77 (Orpheus and Eurydice); XI, 85–145 (Midas). Accompanying the different passages will be questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with these parts of the paper, or they will not be given credit for either part.

(3) Grammar and Composition.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin she is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As an assignment of values, 1, 2, 3, and 4 are counted as one unit each; the total requirements to be counted as four units.

- Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- 2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- 3. Cicero (orations against Catiline, for the Manilian Law and for Archias) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).

- 4. Vergil (Æneid, I, II, and either IV or VI, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
- 5. Advanced Prose Composition (for advanced standing).

GREEK (2 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

Composition.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's Anabasis.

XENOPHON.

The first four books of the Anabasis.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (2 or 3)

MINOR REQUIREMENT (2)

The Aim of the Instruction.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms

and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's Le Roi des Montagnes, Bruno's Le Tour de la France, Daudet's easier short tales, La Bédolière's La Mere Michel et son chat, Erkmann-Chatrain's stories, Foa's Contes biographiques and Le Petit Robinson de Paris, Foncin's Le pays de France, Labiche and Martin's La Poudre aux yeux and Le Voyage de M. Perrichon, Legouvé and Labiche's La Cigale chez les fourmis, Malot's Sans famille, Mariet's La Tâche du petit Pierre, extracts from Michelet Sarcey's Le Siège de Paris, Verne's Stories.

MAJOR REQUIREMENT (3)

The Aim of the Instruction.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's Le Gendre de M. Poirier, Béranger's poems, Corneille's Le Cid and Horace, Coppée's poems, Daudet's La Belle Nivernaise, La Brète's Mon Oncle et mon Curé, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's

L'Avare and Le Bourgeois Gentilhomme, Racine's Athalie, Andromaque and Esther, Sandeau's Mademoiselle de la Seiglière, Scribe's plays, Thierry's Récits des temps mérovingiens, Thier's L'expédition de Bonaparte en Egypte, Vigny's La Canne de jonc.

GERMAN (2 or 3)

MINOR REQUIREMENT (2)

The Aim of the Instruction.—At the end of the minor course in German the pupil should be able to read at sight and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

The Work to be Done.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's Märchen and Bilderbuch ohne Bilder; Arnold's Fritz auf Ferien; Baumbach's Die Nonna and Der Schwiegersohn; Gerstäcker's Germelshausen; Heyse's L'Arrabbiata, Das Müdchen von Treppi and Anfang und Ende;

Hillern's Höher als die Kirche; Jensen's Die braune Erica; Leander's Träumereien and Kleine Geschichten; Seidel's Märchen; Stökl's Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's Der zerbrochene Krug.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's Der Prozess, Der Weiberfeind, and Günstige Vorzeichen; Elz's Er ist nicht eifersüchtig; Wichert's An der Majorsecke; Wilhelmi's Einer muss heiraten. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's Mürchen, or Bilderbuch, or Leander's Träumereien, to the extent of, say, forty pages. After that such a story as Das kalte Herz, or Der zerbrochene Krug; then Höher als die Kirche, or Immensee; next a good story by Heyse, Baumbach, or Seidel; lastly Der Prozess.

Major Requirement (3)

The Aim of the Instruction.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word-formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

The Work to be Done.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes, with special reference to the infinitive and subjunctive, and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Eschenbach's Die Freiherren von Gemperlein; Freytag's Die Journalisten and Bilder aus der deutschen Vergangenheit—for example, Karl der Grosse, Aus den Kreuzzügen, Aus dem Staat Friedrichs des Grossen; Fouqué's Undine; Gerstäcker's Irrfahrten; Hauff's Lichtenstein; Heine's poems; Hoffman's Historische Erzählungen; Lessing's Minna von Barnhelm; Meyer's Gustav Adolphs Page; Moser's

Der Bibliothekar; Mosher's Wilkommen in Deutschland; Riehl's Novellen—for example, Burg Neideck, Der Fluch der Schönheit, Der stumme Ratsherr, Das Spielmannskind; Rosegger's Waldheimat; Schiller's Der Neffe als Onkel; Der Geisterseher, Das Lied von der Glocke, Balladen; Thiergen's Am deutschen Herde; Uhland's poems; Wildenbruch's Das edle Blut.

SPANISH (2 or 3)

THE AIM OF THE INSTRUCTION.—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

THE WORK TO BE DONE.—During the first year the work should comprise (1) careful drill in pronunciation, (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful, thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A selection of easy short stories and lyrics, carefully graded: Perez Escrich, Fortuna; Ramos Carrion and Vital Aza, Zaragüeta; Palacio Valdés, Jose; Pedro de Alarcon, El Capitán Veneno; the selected short stories of Pedro de Alarcon or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's History of Spanish Literature.

Third year work should comprise the reading of from 300 to 400 pages of Spanish of ordinary difficulty; constant practice in giving Spanish paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the discussion in Spanish of the main facts of Spanish and Spanish-

American geography, history, and customs, for the study of which the teacher will provide the material; the study of a grammar of moderate completeness; the use of a composition-book; writing from dictation.

Suitable texts for the third year are: Taboada, Cuentos alegres; Isla's version of the Gil Blas; Selgas, La mariposa blanca; Pérez Galdos, Doña Perfecta; a collection of essays dealing with Spanish or Spanish-American life and customs; Moratín, El sí de las niñas; Larra, Partir a tiempo; plays of the Alvarez Quintero brothers; plays of Benavente.

ITALIAN (2)

THE AIM OF THE INSTRUCTION.—At the end of the course the pupil should be able to pronounce Italian accurately, to read at sight easy Italian prose, to put into Italian simple English sentences taken from the language of every-day life, or based upon a portion of the Italian texts read, and to answer correctly questions on the rudiments of the grammar, as defined below.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; (3) abundant exercises illustrating the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translation into Italian of easy variations of the sentences read; (5) writing Italian from dictation.

During the second year the work should comprise: (1) the reading from 250 to 400 pages of modern prose from different authors and of easy poetry; (2) practice in translating Italian into English, and English variations of the text into Italian; (3) continued study of the elements of grammar and of syntax; mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Italian from dictation.

Suitable texts for the second year are: De Amicis, Cuore; and selections from Manzoni's Promessi Sposi.

MATHEMATICS

A. ELEMENTARY ALGEBRA.

Two units.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, and ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending on quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the nth term and the sum of the terms of arithmetical and geometric progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

A1. ALGEBRA TO QUADRATICS.

One Unit.

The first seven topics described under Elementary Algebra.

A2. QUADRATICS AND BEYOND.

One unit.

The last five topics described above under Elementary Algebra.

B. ADVANCED ALGEBRA.

One-half unit.

Permutations and combinations, limited to simple cases.

Complex numbers, with graphical representation of sums and differences. Determinants, chiefly of the second, third, and fourth orders, including

the use of minors and the solution of linear equations.

Numerical equations of higher degree, and so much of the theory of equations, with graphical methods, as is necessary for their treatment, including Descartes's rule of signs and Horner's method, but not Sturm's functions or multiple roots.

C. PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

The solution of numerous original exercises, including loci problems. Applications to the mensuration of lines and plane surfaces.

D. SOLID GEOMETRY.

One-half unit.

The usual theorems and constructions of good text-books, including

the relations of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including loci problems. Applications to the mensuration of surfaces and solids.

CD. PLANE AND SOLID GEOMETRY.

One and one-half units.

E. TRIGONOMETRY.

One-half unit.

Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles.

Proofs of principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas.

Solution of trigonometric equations of a simple character.

Theory and use of logarithms (without the introduction of work involving infinite series).

The solution of right and oblique triangles and practical applications, including the solution of right spherical triangles.

F. PLANE TRIGONOMETRY.

One-half unit.

This subject is the same as the preceding except that no topics from spherical trigonometry are included.

DESCRIPTION OF THE COMPREHENSIVE EXAMINATION IN MATHEMATICS

The examination will be adapted to the proficiency of those who have had not less than the usual school course in Elementary Mathematics, comprising Algebra through Quadratics and Plane Geometry, and will also provide the means by which those who have extended their study to one or more branches of Advanced Mathematics, namely, Solid Geometry, Logarithms and Trigonometry, and Advanced Algebra, may exhibit their proficiency in any or all of these branches of Mathematics. There will be three papers, one for those who wish to offer elementary mathematics, one for those who wish to offer both elementary and advanced mathematics, and one for those who wish to offer advanced mathematics separately. Every candidate who offers elementary and advanced mathematics together should devote at least half the time to the questions based on the advanced mathematics that he has studied.

PHYSICS* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

- 1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
- Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
- 3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of, and as a part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY† (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

- 1. Individual laboratory work, comprising at least forty exercises.
- Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
- The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

^{*}The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

[†]The requirement in chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, lead, tin, iron, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur dioxide, sulphuric acid, hydrogen sulphide, sodium hydroxide, ammonium hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles' laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

- 1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
- Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
- 3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory. The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—The General Principles of Plant Anatomy and Morphology.—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (e. g. Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Lillaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, Selaginella, a fern, a moss (Polytrichum or Funaria), a leafy hepatic, Marchantia, a mildew (Microsphaera), an agaric, Vaucheria, spirogyra, and a photophyte (Sphaerella).

Physiology.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

Ecology.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

^{*}For a more detailed statement of the requirements in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

The candidate's preparation in zoology should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC

ENTRANCE REQUIREMENTS

A. THEORY.

The examination will consist:

- Of a written test in theory and will be adapted to the proficiency of those who have had one year's systematic training with one lesson a week of an hour's duration or its equivalent. The candidate should have acquired a knowledge of the rudiments of music scales, intervals and staff notation, including the terms and expression marks in common use.
- 2. Of a test in musical dictation of intervals and simple melodies.

B. PIANO.

The examination in this subject will consist of a test in scale playing: in octaves, third, sixth, tenth and in contrary motion. (The correct playing as to tone and evenness of the scale will be considered more than speed.) The applicant, further, must have acquired a knowledge of playing pieces, equivalent to the grade of Beethoven Op. 2, No. 1; Mozart, Fantasie, and Sonata C minor; Bach, the two-part Invention; Chopin, easier Preludes and Valses; Schumann, "Arabesques," "The Evening," and "Novelette" Eminor; McDowell, "Woodland Sketches"; Rubinstein, "Romance" E flat; etc. The applicant also has to prove her ability to play at sight compositions in the grade of the easier Mozart Overtures.

STUDENTS' ROOMS

Application for admission to the Freshman Class should be made as early as possible. On account of the limited number of rooms, it is advisable to make application at least a year in advance. After the regular list for a given year is closed, eligible students may be registered on a waiting list.

A place on the list of candidates for admission will not be reserved for an applicant whose credentials do not satisfactorily

cover 14 of the 16 units required for admission. The Board of Admission requires examination in September in all subjects not satisfactorily covered, and reserves the right to exclude any candidate whose preparation is in its judgment so defective as to debar her from carrying successfully the work of the freshman year.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit is forfeited if the candidate withdraws. It will be held as security for damage to rooms, fittings or furniture, or for any indebtedness during the student's College course. If no indebtedness occur it will be deducted from the last College bill.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the second semester of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room at any time during the year is required to pay an extra fee of ten dollars for the privilege of moving. This fee is not refunded if the student does not return.

EXPENSES

The charge for tuition for one year to all students is	3200	00
From this there is no deduction in case of withdrawal.		
The charge for board for one year is	375	00
The charge for room for one year varies from	325	00
according to the size and situation of room		
Board in the Christmas vacation is charged extra per week	12	00
Dinner to non-resident students for one year	125	00
Laboratory Fee	15	00
Drawing or Painting for special students in art for one year	100	00
Drawing or Painting for students in the regular college course	50	00
Piano lessons and daily use of instrument for one year	120	00
Organ lessons and daily use of instrument for one year	100	00
Fee for the degree of Bachelor of Arts	15	00
Fee for the degree of Master of Arts.	25	00
Certificate Fee.	5	00
Library Fee per semester	5	00
Lecture Fee	5	00
Elocution per semester.	70	00
Gymnasium Fee per semester	2	00
Use of Natatorium per semester.	5	00
*Lessons in Swimming per semester	10	00

All students must pay one-half of the annual fee for tuition, board, and residence at entrance and the balance must be paid at the beginning of the second semester.

The degree will not be granted to any student unless her College bills are paid before the examinations preceding Commencement.

Payments must be made before a student can take her place in the class-room.

^{*}Required of all first-year students.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence at the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

Privileges of a scholarship may be withdrawn at any time by reason of unsatisfactory conduct.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to a graduate of the Academy of Notre Dame, Philadelphia, Pennsylvania.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open for competition in May, 1925, to any member of that organization.

The Right Reverend Msgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia; open to any student of Philadelphia.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island; open to students who are residents of Rhode Island.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

Four Anna Hanson Dorsey Scholarships, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents; open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Columbus Scholarship founded in 1911 by the Notre Dame Alumnae, Columbus, Ohio; open to a graduate of the Academy of Notre Dame, Columbus, Ohio.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnæ, Sixth Street, Cincinnati, Ohio, founded in 1912 by the Notre Dame Alumnæ, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

A Tuition Scholarship for Blind Students, founded in 1915; open to candidates throughout the United States. Competitive examinations will be held May, 1923. The successful candidate must obtain an average of, at least, 80 in the competition.

The James F. Walsh Tuition Scholarship, founded in 1916 by Mrs. James F. Walsh, of Richmond, Va., in memory of her husband.

The Maria Sullivan Harrigan Scholarship, founded in 1919 by Mr. George M. Harrigan of Lowell, in memory of his wife; open to students who are residents of Lowell, Massachusetts.

The Trinity College Tuition Scholarship, founded in 1919, open to a graduate of the Academy of Notre Dame, North Capitol Street, Washington, D. C., who has attained the highest average in the Trinity College entrance examinations.

The Sister Superior Julia Scholarship, established in 1921 by the Sisters of Notre Dame in memory of the Foundress of Trinity College; open for competition in 1926 to any pupil of Notre Dame in the United States. Scholarships covering board, residence, and tuition have been available to women students belonging to France and Spain. During 1922–1923 two will be awarded to French women, and one to Spanish women whose academic work has reached a standard equivalent to that required for the Bachelor's degree of an American College or University of acknowledged standing.

An endowment of twelve thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of six thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin and English, which are prescribed studies, with electives from the following: Greek, German, French, Spanish, Irish, Italian, English Literature, Mathematics, History, History of Art, Elocution, and Music.

Each student elects at the beginning of Sophomore year two major subjects to be pursued during the remainder of the course. In addition to these majors she must follow certain prescribed studies and free electives. A total of 132 semester hours is required for a degree.

Examinations in Course.—Two examinations, the mid-year and the final, are held in the classes every year.

Six weeks' continuous absence debars a student from all semester examinations. Absences in any course equivalent to one-third of the lessons will debar a student from examination in that course.

A student is conditioned in any course in which she has not attained 65 per cent. A passing mark must be attained on all examinations in major subjects; and the average for each semester in these courses must be at least 75 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: 95–100 per cent; 85–95 per cent; 75–85 per cent; 65–75 per cent; 50–55 per cent Conditioned; 0–50 per cent Failure; Inc., Incomplete. Not more than six semester hours below 75 per cent in any one semester may count towards the degree.

An undergraduate student who withdraws from the College is either—

- (a) In good standing; or—
- (b) On probation; or-
- (c) Dropped, for poor scholarship; or-
- (d) Dismissed, for misconduct.
- (a) A student in good standing is entitled to honorable dismissal in every sense of the term. She is eligible to continue her course at Trinity College whenever she may choose to do so.
- (b) A student is on probation (i) if she has not removed her entrance conditions, or (ii) if during the last semester of her attendance she has not attained 75 per cent in one half of her prescribed number of hours.
- (c) A student is *dropped* by rule if in two semesters she has failed to attain 75 per cent in one half of her courses. A student may be dropped for very poor scholarship in any one semester. Such a student may not continue her course at Trinity College; but the college will interpose no objection to her admission to any other school.
- (d) A student is dismissed for disciplinary reasons only.

REQUIREMENTS FOR DEGREES

BACHELOR OF ARTS (A.B.)

First Year	Second Year	Third Year	Fourth Year
Units	Units	Units	Units
English (3)	English (2)	English(2)	Philosophy (3)
Latin(4)	2 Majors (6)	2 Majors (6)	History(1)
Philosophy (2)	Science(4)	Philosophy (2)	Amer. History (2)
Scripture (1)	Philosophy (2)	History(1)	Religion(1)
Religion (1)	Scripture(1)	Religion (1)	Electives(8)
Electives (6)	Religion(1)	Electives(4)	
	Electives(2)		

BACHELOR OF LETTERS* (B. Litt.)

First Year	Second Year	Third Year	Fourth Year
Units	Unit	Unit	Unit
English (3)	English(4	English (4)	English (4
Mod. Languages (6)	Mod. Languages (6	Mod. Languages (3)	Mod. Languages (3
Philosophy (2)	Philosophy (2	Philosophy (2)	History (1)
Scripture (1)	Scripture(1	History (1)	Philosophy (3
Religion(1)	Religion(1	Religion(1	Religion(1
Electives (4)	Electives(4	Amer. History (2)	Electives(3
		Electives(3)	

BACHELOR OF SCIENCE (B. S.)

First Year		Second Year	Third Year		Fourth Year
Uni	its	Units	U	nits	Units
English ((3)	English(2)	English	(1)	Majors (5)
Mod. Languages ((3)	Mod. Languages (3)	Majors	(6)	Philosophy (2)
Mathematics	(3)	Majors (7 or 8)	History	(1)	History (1)
Science	(4)	Philosophy (1)	Religion	(1)	Religion (1)
Scripture ((1)	Religion (1)	Second Science	(4)	Electives (6)
Religion	1)	Electives(3)	Electives	(4)	
Electives	2)				

^{*}Two years of college work in French and German or Spanish or Italian are required.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Letters (B. Litt.), or in Science (B. S.). Every candidate for the A. B., the B. Litt., or the B. S. degree must complete before graduation 132 semester hours, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week a semester.)

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: WITH DISTINCTION (cum laude); WITH HIGH DISTINCTION (magna cum laude); WITH HIGHEST DISTINCTION (summa cum laude).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

GRADUATE WORK*

Candidates for the degree of Master of Arts or of Master of Science must be graduates of Trinity College or of some other college of satisfactory standing, and must give evidence of ability to pursue advanced studies.

The work of the candidate for the master's degree is the equivalent of twelve class hours for at least one year.

The courses leading to this degree consist of a major (8 hours) and a closely related minor (4 hours) in another department. When, however, the department of the major includes several lines of work, the minor also may be selected from this department, provided that the minor differs in character from the major. In order

^{*}For a more detailed statement of the requirements, see the Circular on Graduate Work.

to elect a subject as a major, the candidate must have completed in her undergraduate work the maximum Trinity requirement (16 to 26 semester hours) in that particular subject. Only advanced courses may be chosen for the major; but with special permission from the professor of the major subject and of the Committee on Degrees, courses regularly open to underclassmen may be counted towards the minor. The choice of major and minor subjects must be approved by the professors in charge of the work and by the Committee on Degrees. An oral examination is required in the major subject, and either an oral or a written examination in the minor.

The candidate must present a paper embodying the results of the special study or research included in her major subject. A bound typewritten copy of this paper in its accepted form must be presented to the College Library before the degree is conferred.

Students who have received the Master's degree from Trinity College, or any other college of satisfactory standing may complete their studies at Trinity for the degree of Ph. D. This graduate work is done under the direction of Professors of the University who are on the Faculty of Trinity, and the degree is conferred by the Catholic University.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

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COURSES OF STUDY

BIOLOGY

1. GENERAL BIOLOGY.

This course includes elementary botany and elementary zoölogy. It is designed to acquaint the student with the fundamental principles of biology for general education and as a preparation for further study of botany and zoölogy.

An elementary knowledge of physics and chemistry is desirable.

Open to Sophomores.

Six hours weekly.

2. Morphology of Higher Plants.

A study of the anatomy and histology of the Spermatophytes.

One semester, six hours weekly.

Prerequisite, course 1 or equivalent.

3. Physiology, Ecology, and Distribution of Higher Plants. In this course plant metabolism, respiration, and nutrition are considered in conjunction with ecology and distribution. Experimental demonstrations of the more complex plant functionings are made in class.

One semester, six hours weekly.

Prerequisite, Course 2.

4. Morphology of Algae, Mosses, and Ferns.

A study of the structure and development of the typical genera of Algae, Bryophytes, and Pteridophytes.

One semester, six hours weekly.

Prerequisite, Course 1 or equivalent.

5. Morphology of Fungi.

A study of the structure and development of representative Fungi.

One semester, six hours weekly.

Prerequisite, Course 4.

6. BACTERIOLOGY.

This course includes practice in general laboratory methods, preparation of cultures, and staining of a number of non-pathogenic and a few pathogenic forms. Bacteria concerned in fermentation and putrefaction are considered somewhat in detail.

One semester, six hours weekly.

7. Comparative Morphology of Vertebrates.

A course in the comparative anatomy and physiology of representative vertebrate forms, such as dogfish, necturus, turtle, pigeon, and cat.

Prerequisite, Course 1.

Six hours weekly.

8. HISTOLOGY AND MICROSCOPIC TECHNIQUE.

A study of the histological structure of the cell, tissues, and organs of vertebrates. Instruction and practice in the usual methods of histological technique are offered.

Prerequisite, Course 1.

One semester, six hours weekly.

9. Embryology.

This course is devoted to the study of the vertebrate embryos, frog, chick, and pig. Fertilization, cleavage, and stages up to gastrulation are studied in Ascaris, Asterias, and Amphioxus.

Prerequisite, Course 7.

Six hours weekly.

10. Neurology.

A study of the gross structure of the human brain, and the histological structure of the nerve cell, cord, and brain. The work of the course is entirely individual, and will serve as an adequate preparation for work in Psychology.

Three hours weekly.

11. Elementary Physiology.

An outline of the general principles of physiology is given in this course. Laboratory work consists of experiments on nerve, muscle, sense organs, respiration, circulation, and nutrition.

Five hours weekly.

12. MICROSCOPIC DRAWING.

A practical course in drawing designed to acquaint the student with the principles of delineation and color as an aid to an intelligent interpretation of objects viewed under the microscope, and to accuracy of detail in representing them in pen and ink, pastel and water colors.

Recommended to students taking Courses 8, 9, 10.

13. SEMINAR.

Biological topics of general interest to students in Biology, Philosophy, Psychology, and Education are treated in the seminar.

One hour weekly.

CHEMISTRY

- 1. Inorganic Chemistry.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice. Open to Sophomores.

 Five hours weekly.
- 2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studies in their qualitative relations.

 First semester, seven hours weekly.

 Open to students who have completed 1.
- 3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis. Second semester, seven hours weekly. Open to students who have completed 2.
- 4. Organic Chemistry.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

 Open to students who have completed 1. Five hours weekly.

- 5. ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
- 6. Physical Chemistry.—Lectures, recitations, laboratory work.

 Four hours weekly.

 Open to students who have completed 3, 4 and Physics 1.
- 7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.

 One semester, two hours weekly.

 Open to students who have completed 1.
- 8. Food Chemistry.—A study of the chemistry of proteins, fats and carbohydrates with special emphasis upon the composition of such foods as flour, milk, butter, meat, etc.

 The adulteration, sterilization and preservation of foods.

 One hour weekly.
- 9. The Teaching of Chemistry.—Lectures, recitations, and practice work.

ECONOMICS

1. *Elementary Economics.—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution, and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

One year, two hours weekly.

Open to Sophomores, Juniors, Seniors.

2. Industrial History of England.—A study of industrial forms, with particular attention to villenage, home manufactures, and the factory system.

First semester, two hours weekly. Open to students who have taken Economics 1.

^{*}Economics is a prerequisite for major work in Political Science.

3. INDUSTRIAL HISTORY OF THE UNITED STATES.—Study of the industrial and commercial relations during the colonial and revolutionary periods; history of protective tariff, and growth of manufactures; history of transportation; economic basis of slavery; the rise of the labor movement, and the background of recent social legislation.

Second semester, two hours weekly.

EDUCATION

1. HISTORY, ANCIENT AND MEDIÆVAL.

a. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.

b. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools: the Christian Rhetors.

c. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities: educational ideals and methods: works on education.

Elective for Seniors.

First semester, two hours weekly.

2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Elective for Seniors.

Second semester, two hours weekly.

3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

Elective for Juniors.

First semester, two hours weekly.

4. THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Elective for Juniors.

Second semester, two hours weekly.

5. The Psychology of Education.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

Elective for Seniors.

First semester, two hours weekly.

6. GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Elective for Seniors.

Second semester, two hours weekly.

7. School Administration and Management.

Administration and organization of State and parish schools in the United States; principles and practice of supervision in the offices of the superintendent and other supervisory officials; certification of teachers; standardizing processes; curricula and textbooks; school construction, equipment, and review of class management.

Elective for Juniors.

Two hours weekly.

A certificate will be given to students who have attained an average of 75 per cent in the several courses of this Department, together with Logic, General Psychology and Ethics. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

ELOCUTION

1. Physiology of the voice. Production and placement of tone and resonance. Practical study of phonetics, leading to the standard pronunciation of English.

Study of the elements of vocal expression, quality, inflection,

pitch, time, etc.

Individual practice by means of short passages of literature. A note book of the course is required.

 Advanced work in the technique of voice. Emotional element in speech, use of tone color, pause, etc.
 Fundamentals of gesture, elementary pantomime, life studies.

The study and presentation of a play.

3. Study of the classification of literature for interpretative purposes. Short poems of Browning, Tennyson, etc., are used for text.

Training in delineation of types of character.

Study of the scenes from classic drama.

Presentation of a play by the students of the course.

Open only to students who have completed 1 or 2.

4. This course emphasizes dramatic training. Interpretation of scenes and plays. Shakespeare plays are used for text. Two plays are studied and presented during the course. Open only to students who have completed 2 or 3.

ENGLISH

31.* Rhetoric and Composition. Constant practice in writing, especially in exposition. Critical reading of some modern essays, oral composition, class criticism, conferences, and occasional supplementary lectures.

Prescribed for Freshmen. First semester, three hours weekly.

32.* Argumentation. Critical study of selected arguments.

Analysis of topics drawn from history and contemporary thought. At least one long brief and the corresponding forensic. Class debates.

Prescribed for Freshmen. Second semester, three hours weekly.

^{*}Any student whose average in 31 or 32 is below 75 % must take English 6 in her sophomore year. Unsatisfactory English presented in a course in any other department may result in a condition in English.

76 ENGLISH

4. Versification. English poetry studied from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of verse.

One hour weekly.

Prescribed in the first semester for Juniors making English a major.

5. Advanced composition. Two hours weekly. Open to students who are taking no other composition course.

- 6. Prose composition. This course is designed to meet the individual needs of students. One hour weekly.
- 7 a. Short Story writing. Open to Seniors.

One hour weekly.

7 b. Essay writing. Open to Seniors. One hour weekly.

8. Chaucer and Spenser. A study of the best known of the Canterbury Tales. One book of the Faery Queene.

Second semester, two hours weekly.

Prescribed for Sophomores making English a major.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

Second semester, one hour weekly.

Prescribed for Sophomores making English a major.

10. Shakespeare. Life and works. Detailed study of four plays, with reading and discussion of the most important histories, comedies, and tragedies.

First semester, two hours weekly.

Prescribed for Juniors making English a major.

- 11. Milton. His life, purpose, and achievement. Study of Paradise Lost, Paradise Regained, and Samson Agonistes. Second semester, one hour weekly. Open to Juniors.
- 41. English Literature from the Renaissance to the Eighteenth Century. A study of religious, social, and political ideas as revealed in the writings of this period, with special attention to the development of the ideals of modern democracy.

Prescribed for Sophomores. First semester, two hours weekly.

ENGLISH 77

- 42. The Eighteenth Century and the Era of Revolution. A continuation of Course 41. Pope, Addison, and other writers are studied principally in their criticism of social life and in their political ideals. The desire for liberty is traced in the English poets from Burns to Wordsworth, and in political writers on both sides of the Atlantic. Prescribed for Sophomores. Second semester, two hours weekly.
- 15. English Poetry from the publication of the Lyrical Ballads to the present day. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Tennyson. Robert Browning and Elizabeth Barrett Brown-Prescribed for Juniors.

Two hours weekly.

54. Social ideals in nineteenth-century prose, as represented by Carlyle, Ruskin, and Arnold. . Second semester, two hours weeklu.

Prescribed for Juniors making English a major.

16.* Seminar in Recent Literature. with special attention to Contemporary Drama in the second semester. Open to Juniors. One hour weekly.

18. An intensive study of Tennyson, Browning, or some other nineteenth-century poet. One hour weekly.

Open to Seniors.

- 19. Prose Fiction. Jane Austen, Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least two novels by each of the authors named above. Open to Seniors. Three hours weeklu.
- 20.* English Prose, exclusive of fiction, from the founding of the Edinburgh Review to the present day. Lamb, De Quincey. Hazlitt, Carlyle, Ruskin, Matthew Arnold, Stevenson, Cardinal Newman.

Open to Seniors.

Two hours weekly.

- 21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists.

 Open to Freshmen.

 Three hours weekly.
- 65. American Literature from 1870 to 1900 with a special study of William Dean Howells and Henry James.

 Open to Seniors. First semester, three hours weekly.
- 66. American Literature since 1900, with special attention to recent developments in poetry.

 Open to Seniors. Second semester, three hours weekly.
- 24. Historical English. A survey of the history of the English language. Introduction to Old English grammar. Cook, First Book in Old English.

 First semester, three hours weekly.

Prescribed for Sophomores making English a major.

25. Old English prose and verse. Bright, Anglo-Saxon Reader.

Beowulf.

Prerequisite, English 24 or 27.

Two hours weekly.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied.

Two hours weekly.

Primarily for graduates, but open to undergraduates who have completed English 25.

27. Brief course in Old English grammar and literature.

Three hours weekly.

Designed for students making English a major who are unable to follow English 24.

The English Department reserves the right to withdraw any

elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English, Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

FRENCH 79

FRENCH

Major (11 hours).

Prerequisite: French 2, or three units of French presented for admission.

Major Work

29. Outline of French Literature from its origin to the seventeenth century. Composition, reading, and recitations.

Open to students who presented major requirements in French.

30. French Literature of the eighteenth and nineteenth centuries. Composition, reading, and recitations. Prerequisites, French 29. Three hours weekly.

Prescribed for Sophomores.

7. Original prose; description and narration. Prescribed for Juniors. One hour weekly.

13. The French Novel. Lectures, recitations, and collateral reading. Prescribed for Juniors and Seniors. Two hours weekly.

19. The French Drama; its technique and history. Lectures, recitations, and collateral reading. (Omitted in 1922–23.) Two hours weekly. Prescribed for Juniors and Seniors

Elective

1. Elementary course. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language.

Three hours weekly.

Open to students who did not present French.

2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.

Three hours weekly.

Open to students who presented minor requirements in French.

80 FRENCH

3. Advanced French. Grammar, reading, and dictation.

Three hours weekly.

Open to students who presented major requirements in French, but who have not had sufficient practice in speaking the language.

4. Advanced French composition and reading.

Two hours weekly. Open to students who have completed French 3 or 29.

14. Special study of the writers of the nineteenth century. Lectures and collateral reading.

Open to Juniors and Seniors.

Two hours weekly.

17. A rapid review of French literature dealing only with writers of first importance.

One hour weekly.

Open to all students with permission of the Professor.

20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching.

One hour weekly.

Open to Seniors with permission of the Professor.

8. Elementary French conversation and composition. French phonetics. Talks on assigned readings.

One hour weekly.

Open to Freshmen with the permission of the Professor.

31. French conversation. Oral composition. Talks on French history.

One hour weekly.

Open to Sophomores with permission of the Professor.

32. Advanced French conversation and composition. Discussions on current topics.

Open to Juniors making French a major. One hour weekly.

10. French social life and manners. Short lectures on assigned topics by students.

Open to Seniors making French a major.

One hour weekly.

GERMAN 81

GERMAN

1. Elementary German. Grammar. Reading with practice in writing and speaking German.

Three hours weekly.

Open to students who did not present German at entrance.

2. Grammar and composition. Reading and conversation.

Three hours weekly.

Open to students who presented minor requirements in German.

4. Advanced grammar and composition. Conversation.

Three hours weekly.

Open to students who presented major requirements in German.

- Grammar. Prose composition. This course is designed to meet individual needs of students.
 Open to Freshmen and Sophomores. One hour weekly.
- Elementary conversation and composition.
 One hour weekly.
 Open to students who completed 2 or equivalent.
 - The Classical Drama.
 Dramas of Lessing, Goethe, and Schiller are read and interpreted.

 Three hours weekly.

Prescribed for Sophomores making German a major.

- 30. Advanced conversation and composition.

 Open to students who completed 4 or 10.

 One hour weekly.
 - A study of their life and works.

 Two hours weekly.

 Prescribed for students making German a major.

7. Kleist and Grillparzer.

82

8. Scientific and Journalistic German.

Reading of a graded scientific reader and current German periodicals.

Two hours weekly.

Primarily for students in the science courses.

9. History of German Literature.

General survey of German literature from the earliest times to the present.

Open to students who completed 6 or 7.

Two hours weekly.

31. Conversation.

Discussion of current events and assigned topics.

One hour weekly.

Prescribed for students making German a major.

25. Commercial German.

The writing of business letters with attention to commercial phraseology and forms.

Two hours weekly.

Open to students who completed 6 or equivalent.

26. Methods of Teaching German.

Open to Seniors.

Second semester, two hours weekly.

11. Nineteenth Century Drama.

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others.

Open to Seniors.

Two hours weekly.

12. Nineteenth Century Novel.

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Freytag, Herbert, Keller, and others.

Open to Seniors.

Two hours weekly.

14. Modern German Poetry.

Weber's Dreizehnlinden, Scheffel's Trompeter von Säkkingen and other epic poems.

Two hours weekly.

GERMAN 83

15. German Lyric Poetry since the time of Goethe.

Special attention will be given to the study of rhythm and metre.

Two hours weekly.

16. Romantic Writers.

The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland.

Two hours weekly.

17. Middle High German.

Grammar and reading of Middle High German texts.

Two hours weekly.

18. Germanic Mythology and Antiquities.

First semester, two hours weekly.

19. History of German culture from the close of the Thirty Years' War to the close of the nineteenth century. Lectures and assigned readings.

Two hours weekly.

20. Middle High German (second-year course).

Critical study of the court epics and the Minnesingers.

Two hours weekly.

21. Old High German.
Braune. Althochdeutsches Lesebuch.

Two hours weekly.

22. History of the German Language.

Lectures and readings with special reference to Modern
High German.

One hour weekly.

23. Seminar in German Literature.

The aim is to train graduate students in the scientific methods of the historical and critical study of literature.

Two hours weekly.

24. German Literary Criticism.

The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered.

One hour weekly.

84 Greek

GREEK

1. Grammar. Exercises in writing Greek. Xenophon, Anabasis. General introduction to the study of Greek.

Five hours weekly.

Open to students who did not present Greek at entrance.

2. Xenophon, Anabasis continued. Homer, Iliad. Elementary prose composition.

Five hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

3. New Testament Greek. Selections from the Christian writers.

Three hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

4. Homer, Odyssey. Books I, II, VI, and VII. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

5. Lysias, Orations, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, Apology and Crito. Prose composition.

Lectures—The Philosophy of Plato.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

7. Euripides, Medea, Alcestis and Hecuba. Prose composition. Lectures—The Rise and Development of Tragedy.

Three hours weekly.

Prescribed for Sophomores in the Greek Groups.

Greek 85

8. Sophocles, Antigone, Œdipus Tyrannus, or Electra. Advanced prose composition.

Lectures—The Greek Dramatists.

One semester, three hours weekly. Open to Juniors in the Greek groups.

- 9. Lyric and Bucolic Poetry. Advanced Prose composition.
 Lectures—The Elegy. The Dorian, Æolian, and Alexandrine
 Schools.

 One semester, three hours weekly.

 Open to Juniors in the Greek groups.
- 10. Aristophanes, Selections. Advanced prose composition. Lectures—The Attic Comedy.

 One semester, three hours weekly.

 Open to Juniors in the Greek groups.
- 11. Plato, Republic. Two hours weekly.

 Open to Juniors in the Greek Groups.
- 12. Aristotle, Poetics.

 One semester, three hours weekly.

 Open to Seniors who have finished the requirements of the Greek groups.
- 13. Thucydides, Book VII. One semester, two hours weekly.

 Open to Seniors who have finished the requirements of the Greek groups.
- 14. Æschylus, Agamemnon and Seven Against Thebes.

One semester, three hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

- 15. Pindar, Selected Odes. One semester, two hours weekly.

 Open to Seniors who have finished the requirements of the Greek groups.
- 16. Lucian, The Dream, Dialogues of the Dead, The Sale of the Philosophers.

 One semester, two hours weekly.

 Open to Juniors or Seniors.
- 17. Homer, Iliad, Books XVIII-XXIV.

 Open to Juniors or Seniors.

 One semester, two hours weekly.
- 18. General review of Greek literature. Greek syntax.

One hour weekly.

Open to Seniors who have finished the requirements of the Greek groups.

86 History

- 19. Greek History from original sources. One hour weekly.

 Open to all students in Greek except Freshmen.
- 20. Greek Myths.

 One hour weekly.

 One hour weekly.

21. In 1922–1923 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.

This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays

will be studied but no dissertation required.

For Graduates. Five hours weekly.

HISTORY

- 32. Roman History (see Latin, p. 89).
- 11. Medieval Institutions.
 Open to Freshmen.

Two hours weekly.

12. Church History, 1517–1648.
Prescribed for Juniors.

One hour weekly.

- 13. Political and Social History of Europe, 1648–1815.

 Open to Sophomores.

 Two hours weekly.
- 14. Church History, 1815–1922.

 Prescribed for Seniors.

One hour weekly.

- 15. Political and Social History of Europe, 1815–1914.

 Open to Juniors and Seniors.

 Two hours weekly.
- 16. Contemporary History since 1914.

 Open to Juniors and Seniors.

One hour weekly.

17. American Political History.

Open to Juniors.

Two hours weekly.

18. American Constitutional History.

Prescribed for Seniors.

Two hours weekly.

19. Irish History.

Open to all students.

One hour weekly.

20. English Political History.

Open to Juniors and Seniors.

Two hours weekly.

21. English Constitutional History.
Open to Juniors and Seniors.

Two hours weekly.

HISTORY OF ART

- 1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in interior decoration.

 Open to Juniors and Seniors.

 One hour weekly.
- Historic Ornament. Origin and development of style in Architecture. Place of Architecture in modern culture. Open to Seniors. One hour weekly.
- 3. The history of Ancient Art. Egyptian and Assyrian styles.
 Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

 Open to all students.

 One hour weekly.
- 4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance. Open to first-year students.

 One hour weekly.
- History of Painting. Special study of the High Renaissance.
 Leonardo da Vinci, Michelangelo, Raphael, and Titian.
 Italian Sculpture.
 Open to first-year students.

 One hour weekly.
- 6. Venetian and Spanish Painting. French, Flemish, Dutch, and German Schools. Pre-Raphaelitism.

First semester, one hour weekly.

Open to students who have taken 4 and 5.

88 Irish

7. The development of Art in America. Special study of the works of the earlier painters to those of the present day.

Second semester, one hour weekly.

Open to students who have completed 4 and 5.

- 8. Minor Arts of the Middle Ages. Special study of ivories, miniatures, enamels, stained glass, metal work, wood carving and architectural sculpture, from the decline of Roman art until the beginning of the Renaissance. Rare specimens, photographs and other reproductions are provided for study, and reference is made to pieces in museums and other collections accessible during the College year and in vacations.

 Open to Seniors and Graduate Students.

 One hour weekly.
- 33. Practice in Art. Drawing. Painting. Illumination. Decoration. Design.
 - A maximum of 8 hours in Studio work will be credited toward the A.B. degree provided the work in drawing or painting is of an advanced character. These credits are estimated on the basis of one credit a semester for three hours a week of Studio work.

The work in the History of Art may extend through four years and gives opportunity for critical study of the great master-pieces of the world.

The Courses in the History of Art are given in the O'Connor Art Gallery and in the Art Studio, where large and valuable collections of paintings, engravings, sculptures and ceramics afford excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

IRISH

1. Modern Irish (First Year).—This course is designed to give the student the foundation for a reading and practical knowledge of the language.

Two hours weekly.

2. Modern Irish (Second Year).—A considerable amount of prose and verse will be read, and a sketch of the Gaelic Literature of Ireland will be given.

One hour weekly.

ITALIAN

1. Elementary Course. Grammar with written and oral exercises. Reading and sight translation. Conversation.

Three hours weekly.

2. Intermediate Course. Grammar and prose composition.

Reading and sight translation from modern authors in the first semester, from classic authors in the second semester.

Three hours weekly.

Open to students who have completed course 1.

3. History of Italian literature in the Nineteenth Century.

Three hours weekly.

Open to students who have taken 1 and 2.

LATIN

- 1. Livy, Book I. Horace, Odes and Epodes. Prose composition.

 Prescribed for Freshmen. Four hours weekly.
- Cicero, Letters. Tacitus, Agricola. Horace, Satires and Epistles. Ovid, Selections. Prose composition.
 Three hours weekly.
- 3. History of Latin Literature. Reading of representative selections.

Two hours weekly.

Prescribed for Juniors in the Latin groups.

- Roman Life. Selected readings from Pliny, Letters; Juvenal, Satires; Martial, Epigrams. Prescribed for Juniors in the Latin groups.
 One hour weekly.
- 5. General Review of Latin Syntax. Practice in writing Latin.

 Prescribed for Juniors in the Latin groups. One hour weekly.
- **6.*** Roman Comedy. Plautus and Terence, Selected Plays. Elective for Seniors in the Latin groups. Two hours weekly.

^{*}Not more than two of these courses will be given in any one year.

90 LATIN

7.† Roman History. Readings from Livy, Sallust, Tacitus, Suetonius.

Elective for Seniors in the Latin groups.

Two hours weekly.

8.† Roman Philosophy. Cicero, Tusculan Disputations. Lucretius, Books I and V.

Elective for Seniors. Two hours weekly.

9.† Roman Poetry. Vergil, Books VII-XII. Selected readings from the elegiac poets.

Elective for Seniors. Two hours weekly.

10.† Roman Rhetoric. Cicero, De Oratore. Quintilian, De Institutione Oratoria, Book X.

Elective for Seniors. Two hours weekly.

11. Advanced Prose Composition.

Elective for Seniors.

One hour weekly.

12. Introduction to Paleography.

Elective for Seniors.

One hour weekly.

13. Methods of Teaching Latin. Elective for Seniors.

One hour weekly.

32. Roman History. A general survey from the founding of Rome to the disintegration of the Empire.

One hour weekly.

Elective for Juniors and Seniors in Latin or History.

GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

18.* Historical Grammar. History of the sounds and inflections of the Latin language.

Two hours weekly.

19.* Roman Antiquities. Public and private life of the Romans.

Topography of ancient Rome.

One hour weekly.

[†] Not more than two of those courses will be given in any one year.

20. Latin Inscriptions.

Two hours weekly.

21. Special Study of a selected author or group of authors as major work for the M. A. degree.

Five hours weekly.

MATHEMATICS

1. Solid Geometry.—Demonstrations of propositions; applications of principles to numerical examples.

One semester, three hours weekly.

2. Trigonometry.—Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss's Formulæ, applications.

One semester, three hours weekly.

3. Trigonometry, Analytic Geometry.—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences.

One year, three hours weekly.

Recommended for students who wish to take Physics; also for the

4. ADVANCED ALGEBRA.

Science degree.

One semester, three hours weekly.

- 5. ANALYTIC GEOMETRY.—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola.

 One semester, three hours weekly.

 Open to students who have taken 2.
- 6. Calculus, Differential and Integral.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

One year, three hours weekly.

Open to students who have taken 2, 4, and 5, or 3.

7. Theory of Equations and Determinants.—Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants.

One semester, three hours weekly.

Open to students who have taken 2, 4, and 5, or 3.

8. Calculus (Second Course).—More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications.

One semester, three hours weekly.

Open to students who have taken 6.

9. Analytic Geometry (Second Course).—A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions.

One year, two hours weekly. Open to students who have taken 4 and 5, or 3.

- 10. HISTORY OF MATHEMATICS. One year, one hour weekly.

 Open to students who have taken 6.
- 11. Teachers' Course.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

 Two semesters, two hours weekly.

 Open to Seniors who have taken 1, 2, 4, 5, and 6, or 3 and 6.
- 12. Practical Mathematics for Students in Physics.—Applications of Higher Mathematics to problems in physics.

 Two hours weekly.
- 13. Practical Mathematics for Students in Chemistry.—Applications of Higher Mathematics to problems in Chemistry.

 Two hours weekly.

 Courses 12 and 13 to be given in alternate years.
- 14. Differential Equations.—General linear equations with constant coefficients; special forms of differential equations of higher orders; integration in series.

One semester, three hours weekly. Primarily for graduates, but open with permission to undergraduates who have completed 8.

15. ANALYTIC MECHANICS. Special attention is paid to the Mathematical theory of Mechanics.

Open to Graduates.

Three hours weekly.

16. VECTOR ANALYSIS.

Open to Graduates.

Three hours weekly.

17. PROJECTIVE GEOMETRY.

Open to Graduates.

Three hours weekly.

PHILOSOPHY

1. Logic.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Prescribed for Freshmen.

Two hours weekly.

2. Logic.

This course is designed for students who enter college with advanced standing, but have not studied logic.

One semester, two hours weekly.

Prescribed for those who can not follow 1, and for students working for B. S. Degree.

3. Introduction to Philosophy.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Prescribed for Sophomores. One semester, two hours weekly.

4. ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Prescribed for Seniors.

Two hours weekly.

5. HISTORY OF PHILOSOPHY.

- a. Ancient Period.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy of the Greeks; reading from Plato and Aristotle.
- b. Mediæval Period.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c. Modern Period.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Prescribed for Juniors.

Two hours weekly.

6. CONTEMPORARY PHILOSOPHY.

Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism, Scholasticism.

Prescribed for Seniors.

One semester, two hours weekly.

7. ÆSTHETICS.

Reality and its transcendental attributes; definition of the Beautiful; relation to the Good and the True; objective constituents of the Beautiful; the Æsthetic Feeling; definition of Art; its relation to life; Idealism and Realism; the purpose of Art; Art and Religion; fundamental principles of literary and artistic criticism; historical survey; recent and contemporary theories.

Open to Seniors.

One semester, two hours weekly.

PHYSICAL EDUCATION

Physical Training is required of every student during the first and second years of her College course. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department. Swimming is taught by a competent Instructor.

For the sake of uniformity students are requested to secure

their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

A one-hour lecture course is given on the principles and hygiene

of physical education.

1. Swimming.

Prescribed for Freshmen.

Two hours weekly.

2. Gymnastics.

Prescribed for Sophomores.

Two hours weekly.

3. Restricted Exercises.

Prescribed for students excused from 1 or 2 by the College Physician.

4. Hygiene.

Open to all students.

One hour weekly.

PHYSICS

- 1. General Physics.—Lectures, reading, recitations and laboratory exercises in the fundamental principles of the science. Five hours weekly. Open to students who have not offered Physics for entrance.
- 2. Advanced Physics.—Mechanics; Geometrical Optics. One semester, five hours weekly.

Prerequisite, Course 1, or its equivalent.

- 3. Heat.—Thermometry; Calorimetry; Elementary Thermodynamics.

 One semester, five hours weekly.

 Prerequisite, Course 1, or its equivalent.
- 4. WAVE MOTION AND SOUND.

 Prerequisite, Course 1.

 One semester, three hours weekly.
- 5. Ether Waves.—Phenomena and laws of interference and diffraction; optical instruments; dispersion; spectrum analysis; color phenomena; polarization; propagation in crystalline media.

 One semester, five hours weekly.

 Prerequisite, Courses 2 and 4.
- 6. ELECTRICITY. One semester, five hours weekly. Prerequisite, Courses 1 and 3.
- 7. Selected Problems assigned for investigation, experimental work and discussion.

 One semester, two hours weekly.
- 8. Brief Course in General Physics. Three hours weekly.
 Elective for Juniors and Seniors.
- 9. Historical Physics. This course treats of the beginnings of Physics and its development to modern times.

One semester, two hours weekly.

10. The Teaching of Physics. Lectures, recitations and practice work.

One semester, two hours weekly.

POLITICAL SCIENCE

1. Elements of Political Science.—The nature, origin, basis, functions, and constitution of the State; and the chief forms and departments of government.

One year, two hours weekly.

- 2. The Economic and Social Activities of the State.—Legislation concerning commerce, industry, labor, charity, and education.

 One year, two hours weekly.
- 3. Comparative Study of Modern Governments.—This course embraces an analysis of the problems of self-government and a comparative study of the existing systems of government in the principal modern states.

 One not Juniors and Seniors.

 One hour weekly.

PSYCHOLOGY

1. General Psychology.

The methods employed in the psychological research are explained and illustrated. A historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Prescribed for Sophomores. One semester, two hours weekly.

2. Genetic Psychology.

Aim and methods; analysis of mental development; processes, factors, results; application to the training of the child in home and school; meaning of development for the ultimate explanation of mental life.

Open to Seniors and Juniors. One semester, two hours weekly.

3. EXPERIMENTAL EDUCATIONAL PSYCHOLOGY.

A lecture and laboratory course accentuating the phases of psychology which lie at the basis of modern educational and clinical problems.

Lecture one hour a week.

Laboratory, three hours a week.

4. CLINICAL PSYCHOLOGY.

The principal forms of abnormal mentality are explained and illustrated by clinical demonstrations. Students are given special instruction in the methods of examining backward children and the opportunity to apply these methods on cases coming to the clinic.

5. SEMINAR: SOCIAL PSYCHOLOGY.

A study of the psychological problems of juvenile delinquency. The influence of heredity and environment. Special methods of dealing with the delinquent.

Given in 1923–1924. One hour weekly. One hour weekly.

6. SEMINAR: FOLK PSYCHOLOGY.

The discussion is based on Wund's Folk Psychology. The interpretation of folk lore and its relation to the delusional systems of the insane.

Given in 1924–1925. One hour weekly.

Open to graduates, and to Seniors with permission.

 Seminar: Special Problems of Normal and Abnormal Psychology.

Studies and reports of pieces of original work in current literature of experimental psychology and psychiatry. Open to graduates and students who take psychology 4.

Given in 1922-1923.

8. Experimental Psychology.

A laboratory course designed to acquaint the student with the main facts of experimental psychology and to give a training in the technique of psychological experiment as a foundation for research.

Open to graduates.

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths.

- 1. Apologetics.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
- 2. God and Man.—The Unity and Trinity of God. Creation.
 Original Sin. The Incarnation. The Redemption. The
 Mother of God.
- 3. Sanctification.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
- 4. Religious Law and Sanction.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's Handbook of Religion and Schanz's Christian Apology are recommended for collateral reading.

SACRED SCRIPTURE

1. General Introduction to the Old Testament; Number and Classification of the books. The Hebrew Bible; Greek, Latin, and English Versions.

Special Introduction: Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books.

Prescribed for Freshmen.

One hour weekly.

2. General Introduction to the New Testament: Notion, Contents, and Division of the New Testament. The Gospels. The Life of Christ as portrayed by the Gospels; His miracles, prophecies, parables, and discourses. Acts of the Apostles. Epistles.

Prescribed for Sophomores.

One hour weekly.

SOCIOLOGY

1. Elementary Sociology.—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces, and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social progress.

One year, two hours weekly.

Economics 1 is a prerequisite for major work in Sociology.

2. Principles of Relief.—Study of problems and processes of poverty and of policies and principles in the modern development of relief work with particular attention to Catholic thought and practice.

Two hours weekly.

Open to Juniors and Seniors in 1922–1923. Elementary Sociology or Economics, and Industrial History required. Field study and critical reports on methods and literature are emphasized throughout. 100 Spanish

3. General Applied Sociology.—First semester will be devoted to a study of organization and methods of relief agencies. The second semester will be devoted to the problems of the handicapped child. This course is designed for students who intend to take up social and charitable work as volunteer or professional workers. Particular attention will be devoted to field work with the relief and children's agencies, the Juvenile Court, and hospitals of Washington and Baltimore.

Two hours weekly for class work and eight hours weekly for field work.

4. Social Case Work.—The family as a unit in social work. Factors undermining family life. Development of case work technique; investigation; planning for families; record keeping. Community resources to be used in caring for handicapped families. Special emphasis on recent developments of Catholic case working agencies in the United States. Students intending to take up social work as a profession will be required to devote at least one day a week to field work with the Catholic Charities of Washington.

Open to Juniors and Seniors 1922–1923. Two hours weekly. For related courses in Experimental and Clinical Psychology see p. 97.

5. Girl Scouts—This course is designed to train for leadership according to the requirements of The National Girls Scout Association. Study of the Girl Scout activities.

Open to Juniors and Seniors.

Two hours weekly.

SPANISH

- 1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation.

 Three hours weekly.
- 2. Grammar and exercise in composition. Reading of modern prose. Conversation.

 Open to students who have taken 1.

Spanish 101

3 Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation.

Two hours weekly.

Open to students who have taken 1 and 2.

- 4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation.

 Two hours weekly.

 Open to students who have taken 3.
- 5. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation.

 Two hours weekly.

 Open to students who have taken 3.
- 6. The History of Spain. Lectures, readings and recitations.

 One hour weekly.

 Prescribed for students making Spanish a major.
- 7. The History of Spanish Literature. Special study of selected authors, and reading of some of their most important works.

 One hour weekly.

 Prescribed for students making Spanish a major.
- 8. Elementary Spanish conversation. Talks on assigned readings. One hour weekly. Open to students with permission of the Professor.
- 9. Advanced Spanish conversation. Discussion of current topics.

 One hour weekly.

 Open to students with permission of the Professor.
- 10. Commercial Spanish. Practice in the writing of business letters with attention to colloquial and commercial phrase-ology and forms.

 One hour weekly.

 Open to all students of Spanish who have taken 1 and 2.
- 11. Special study of Cervantes, Lope de Vega, and Calderón.

 Open to students who have taken 3 Two hours weekly.
- 12. Advanced Prose Composition.

One hour weekly.

Open to students with permission of the Professor.

SWIMMING-POOL

The Swimming-pool, erected in 1916 at a cost of \$25,000, is the gift of the Alumnæ of the College, and is destined to form part of the Gymnasium to be erected when funds are complete. The pool is white tile, 25 by 60 feet, with a graduated depth of 4 to $7\frac{1}{2}$ feet. A patent overflow provides for the sanitation of the pool by carrying off surface water. There are adequate conveniences of marble showers and dressing-rooms, steel lockers, drying-room, manicuring and shampooing room, and a beautiful solarium for rest and recreation. An instructor is always in attendance to provide lessons in swimming and to watch the safety of those using the pool.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The League of the Sacred Heart,
The Sodality of the Immaculate Conception,
The Christ Child Society,
Foreign Mission Society,
The Literary Society,
The Dramatic Society,
The Glee Club,
The Eurydice Club,
The Current Events Club,
The Classical Society,
Le Cercle Français,
The Spanish Circle,
The Mathematics Circle,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

The Chemical Society.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

ADVISERS

Every student is assigned to an adviser, a member of the College Faculty, who assists in the arrangement of the student's courses at the beginning of both terms, and who acts as a general adviser during the year.

COLLEGE DISCIPLINE

The College insists on regularity, exactness, and order, as qualities essential to the successful pursuit of study, and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in College, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz., daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

Enrolment in the college implies willingness on the part of the student to comply with the requirements and regulations as set forth in the college year book and in the booklet of the Student Government Association. Should the student fail to comply with these requirements and regulations and the faculty consider her influence to be harmful to others or to the spirit of the college her withdrawal is requested, even though she is charged with no specific

breach of discipline.

The College reserves the right to exclude at any time students whose conduct or academic standing renders them undesirable members of the institution, and in such cases the fees due or which may have been paid in advance to the College will not be refunded or remitted in whole or in part.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the Secretary informed of their addresses.

STUDENTS' LOAN FUND

The Almmnae has established a loan fund for deserving students enrolled in the College. Small amounts will be loaned without interest to students, in expectation that these students will repay whenever they are able. Inquiries concerning the fund should be made to the President of the Trinity College Alumnae Association.

PUBLICATIONS

The Trinity College Year Book, published annually by the College, may be secured on request from the Secretary of the College.

A VIEW BOOK containing pictures of the College and the campus. Price, 50 cents, may be obtained from the Secretary of the College.

The Trinity College Record, a magazine published bimonthly by the students of the College. Price, \$1.50 a year; 50 cents single copies. Address the Editor.

The Well, a record of College happenings, published biweekly by the students. Price, \$1.50 a year; \$2.00 for mailed subscription. Address the Editor.

The Trinilogue, published annually by the Senior Class. Price, \$4.00 per copy. Address the Business Manager of the Trinilogue.

The Alumnæ Directory, published annually by the Alumnæ. For copies address The President of Trinity College Alumnæ.

NEEDS OF THE COLLEGE

Steady improvements have been made in the building and equipment of the College since its foundation, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

An Endowment Fund.

Funds for equipment and extension of the various departments in the College.

A Hall of Residence.

A Science Building.

A Library Building.

A Gymnasium Building.

A Dining Hall.

A Power House.

Funds for the completion of the College Chapel which is in process of erection and is to form in the midst of the College buildings consecrated to Catholic education, a beautiful and fitting place of Catholic worship.

ASSOCIATION OF THE FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual

sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday.

DEGREES CONFERRED BY TRINITY COLLEGE*

MASTER OF ARTS

1920

Acerboni, Alexandrine,

A. B. Trinity College, 1919. Middletown, Connecticut.

Hackemeier, Edna Marie, A. B. Trinity College

A. B. Trinity College, 1918. St. Louis, Missouri.

Lane, Mary Agnes,

A. B. Trinity College, 1919. Washington, D. C.

Sheehan, Margaret Mary,

A. B. Trinity College, 1919.

Manchester, New Hampshire.

Sociology and Educational Psychol-

English and Educational Psychology.

English and History.

Mathematics and Educational Psychology.

BACHELOR OF SCIENCE

1920

O'Donnell, Inez Barbara, Pittsburgh, Pennsylvania.

Sikorsky, Lucy Mina, Plaistow, New Hampshire. Mathematics and Physics Group.

Mathematics and Biology Group.

BACHELOR OF ARTS

1920

Arnaud, Octavie,

Lyons, France.

Barrett, Dorothy,

Cleveland, Ohio.

Bowler, Irene Claire,

Holyoke, Massachusetts.

Brucker, Gertrude Marie, Toledo, Ohio.

Burke, Frances Rita,

Springfield, Massachusetts. Butler, Margaret Verlun,

Wallingford, Connecticut.
Buttimer. Katherine.

atherine, Hingham, Massachusetts.

Hingham.

Carbrey, Helen Berenice,

Scarsdale, New York. Carey, Kathleen Cecilia.

thleen Cecilia,
Waterbury, Connecticut.

Casey, Marian Eugenia, Scranton, Pennsylvania. History and Political Science Group.

English and Chemistry Group.

History and Biology Group.

French and English Group.

French and Physics Group.

French and English Group.

History and Political Science Group.

Latin and English Group.

Latin and English Group.

Greek and Latin Group.

^{*}For Degrees Conferred by Trinity College, 1904-1920, see separate circular.

Casley, Dorothy Beatrice, Washington, D. C.

Comba, Mary Annunciata, Milford, Massachusetts.

Convery, Marion Elizabeth, Worcester, Massachusetts.

Convey, Beatrice Agnes, Middletown, Connecticut.

Cowles, Catherine Esther (cum laude), Washington, D. C.

Curtis, Hester Balch (magna cum laude). French and Biology Group. Point Pleasant, New Jersey.

Dean, Genevieve Marie (cum laude), Tipton, Iowa.

Duncan, Margaret Leona (magna cum laude). Waterbury, Connecticut.

Duncan, Mary Claire (cum laude), Waterbury, Connecticut.

Flanigan, Kathleen Martha, Newark, Ohio.

Gaffney, Mary Cecile (cum laude), Cadillac, Michigan.

Gallagher, Winifred Agnes (cum laude), Birmingham, Alabama.

Gallivan, Elizabeth Constance, Providence, Rhode, Island.

Geier, Frances Margaret, Washington, D. C.

Griffin, Madeleine Agatha, Woodstock, N. B.

Haugh, Veronica Edna, Olean, New York.

Healey, Margaret Mary, New York City, New York.

Hennessey, Esther, Roxbury, Massachusetts.

Hopkins, Marion, Pittsburgh, Pennsylvania.

Horan, Isabelle Miriam, Denver, Colorado.

Judge, Anna Catherine, Portland, Maine.

Keeley, Madelyne Catherine, Waterbury, Connecticut.

Kelley, Mary Frances, Fall River, Massachusetts.

Kelly, Margaret Ruth, Scranton, Pennsylvania.

Keyes, Louise Loughborough (magna cum laude), New York City, New York.

Kramer, Magdalene (cum laude), Canton, Ohio.

English and History Group.

Greek and History Group.

Latin and History Group.

History and Mathematics Group.

French and English Group.

Latin and History Group.

Latin and French Group.

Latin and Mathematics Group.

Latin and English Group.

English and Chemistry Group.

Latin and English Group.

Latin and French Group.

German and Mathematics Group.

History and Political Science Group.

Latin and Political Science Group.

History and Biology Group.

History and Chemistry Group.

History and Political Science Group

English and History Group.

French and English Group.

History and Political Science Group.

Latin and French Group.

History and Mathematics Group.

Latin and English Group.

French and English Group.

Loughran, Jane Frances, Warren, Rhode Island.

Lyons, Ruth Eleanor,
Arlington, Massachusetts.

McBride, Margaret Mary, Great Falls, Montana.

McCabe, Catherine Colette, Clinton, New York.

McCarthy, Catherine Constance, Ridley Park, Pennsylvania.

McCormick, Elizabeth,
Pittsfield, Massachusetts.

McDonald, Fileen Josephine, Waterbury, Connecticut.

McGady, Blanid Geraldine, Worcester, Massachusetts.

McGuire, Mary Frances, New Rochelle, New York.

Makens, Adelaide Serena,
Aberdeen, South Dakota.
Manion, Catherine Madeline,

St. Louis, Missouri.

Marshall. Jean.

Fall River, Massachusetts.

Mulligan, Alice Morris, Wilkes-Barre, Pennsylvania.

Naumann, Dorothy Ridder, New York City, New York.

Oakley, Marjorie Lee, Washington, D. C.

Phelan, Josephine Mary Rawlins, Wyoming.

Phelan, Mary Mercedes (magna cum laude),

Washington, D. C.

Robider, Mary Josephine, Montreal, Canada.

Russell, Ellen Josephine, Washington, D. C.

Shugrue, Grace Mary, Worcester, Massachusetts.

Slavin, Helen Marie, Waterbury. Connecticut.

Waterbury, Connecticut.
Smith, Margaret Mary,
Fargo, North Dakota.

Somers, Marion Clare, Jersey City, New Jersey.

Spahn, Irene Anne, Dubuque, Iowa.

Sullivan, Elizabeth Mary, New York City, New York. Latin and French Group.

Latin and French Group.

English and History Group.

Latin and French Group.

Latin and English Group.

French and English Group.

History and Political Science Group

German and History Group.

History and Political Science Group.

English and Biology Group.

Greek and Latin Group.

English and Mathematics Group.

Latin and English Group.

English and Political Science Group.

French and History Group.

English and Biology Group.

French and English Group.

Latin and History Group.

English and Political Science Group.

Latin and Mathematics Group.

Latin and English Group.

Latin and English Group.

History and Political Science Group.

History and Biology Group.

DOCTOR OF PHILOSOPHY

CONFERRED BY THE CATHOLIC UNIVERSITY OF AMERICA WORK DONE AT TRINITY COLLEGE

1921

Loughran, Miriam Elizabeth, A. B., Trinity College, 1917. A. M., Trinity College, 1918. Washington, D. C. Economics, Psychology and Sociology.

MASTER OF ARTS

1921

Ryan, Zellah Marguerite, Psychology and Philosophy.
A. B. University of California, 1920.
San Diego, California.

BACHELOR OF SCIENCE

1921

Pamintuam, Paz,
Philippine Islands.
Walsh, Margaret Mary
Willoughby, Ohio.

Biology and Chemistry Group.

Mathematics and Chemistry Group.

BACHELOR OF ARTS

1921

Barney, Margaret Mary, Watertown, New York.

Barry, Alice Louise, Peabody, Massachusetts.

Boillin, Margaret, Clarksville, Tennessee.

Brady, Mary Isabel, Washington, D. C.

Brady, Katherine Elizabeth, Ellsworth, Maine.

Brennan, Mary Rose, Chicago, Illinois.

Brennan, Mary Rose, Waterbury, Connecticut. French and English Group.

English and History Group.

English and Political Science Group.

Latin and French Group.

French and History Group.

English and History Group.

Campbell, Eleanor Dean. Somerville, Massachusetts. Carberry, Mildred Evelyn,

Pelham Manor, New York.

Cassidy, Caroline Lucy, Concord, New Hampshire.

Conroy, Emma Rebecca, East Orange, New Jersey. Crav. Catherine Lynch.

Uniontown, Pennsylvania.

Creamer, Pauline Genevieve, Fall River, Massachusetts. Crotty, Margaret Natabia,

Roxbury, Massachusetts.

Day, Mary Sylvia (magna cum laude), South Boston, Massachusetts. Delaney, Catherine,

Naugatuck, Connecticut.

Desmond, Margaret Mary, Somerville, Massachusetts. Devitt, Ellen Margaret,

Cleveland, Ohio. Du Brul, Anna Marguerite,

Cincinnati, Ohio. Dusseldorf, Dorothy Marion, Brooklyn, New York.

Flynn, Gladys Mary, Minneapolis, Minnesota.

Hanlon, Edna, Sioux City, Iowa.

Harahan, Catherine Agatha (magna cum English and History Group. laude). Richmond, Virginia.

Hartman, Agnes Marie, Pittsburgh, Pennsylvania.

Hodson, Ella Mary, Waterbury, Connecticut.

Hogan, Charlotte Armine (magna cum laude). Columbus, Ohio.

Horan, Mildred Margaret.

Bridgeport, Connecticut. Jackson, Helen Louise, Waterbury, Connecticut.

Keleher, Mary Armstrong, Bethel, Vermont.

Kelly, Helen Marie, Harrisburg, Pennsylvania.

Kevin, Kathleen Frances, Brooklyn, New York.

Lenahan, Margaret, Wilkes-Barre, Pennsylvania.

McCarthy, Cecile Elizabeth, New York City, New York. English and Chemistry Group.

French and English Group.

Latin and History Group.

History and Political Science Group.

English and History Group.

Greek and Latin Group.

English and History Group.

Latin and English Group.

Latin and Political Science Group.

German and History Group.

English and Chemistry Group.

French and Political Science Group.

English and History Group.

English and History Group.

Latin and History Group.

English and History Group.

Latin and French Group.

Latin and English Group.

French and History Group.

French and English Group.

History and Political Science Group.

History and Mathematics Group.

English and History Group.

History and Political Science Group.

112 McCarthy, Frances Prout, Lewiston, Maine. McCarty, Louise Ellen, Fitchburg, Massachusetts. McCormick, Katherine (magna cum laude), Pittsfield, Massachusetts. McCune, Grace, Grove City, Pennsylvania. McKenna, Louise Hickey Lowell, Massachusetts. McLachlan, Isabel. Danbury, Connecticut. MacMaster, Mary Adelyne, Dallas, Texas. McNulty, Mary Zook, Philadelphia, Pennsylvania. McQuade, Margaret Genevieve, Pittsburgh, Pennsylvania. Maher, Margaret Isabel, Pittsburgh, Pennsylvania. Mallon, Mary Patricia (cum laude), Sharon Hill, Pennsylvania.

Sharon Hill, Pennsylvania.

Manning, Catherine Lois,
Watertown, Massachusetts.

Moloney, Marie,

St. Louis, Missouri.

Moormann, Rose Marie (magna cum laude),

Cincinnati, Ohio.

Morris, Hilda,
Wilkes-Barre, Pennsylvania.
Murphy, Ruth Ann,
Denver, Colorado.

Murphy, Josephine Crane, Green Bay, Wisconsin.

Murray, Laura Frances, Minneapolis, Minnesota.

Neary, Nora Margaret, Johnstown, Pennsylvania. Neveu, Charlotte,

La Varenne, France. Newell, Margaret Stephany, Baltimore, Maryland.

O'Brien, Rosetta Eleanor, Waterbury, Connecticut.

O'Brien, Ruth Marie, Milwaukee, Wisconsin.

O'Connor, Helen Agnes, Lawrence, Massachusetts. O'Shea, Dorothea Lenore,

Cambridge, Massachusetts.
Powers, Janet Lucia,

Powers, Janet Lucia, Cleveland, Ohio. Latin and Political Science Group.

History and Political Science Group.

French and English Group.

Latin and English Group.

English and History Group.

History and Political Science Group.

History and Chemistry Group.

English and Chemistry Group.

History and Political Science Group.

History and Political Science Group.

English and History Group.

Latin and History Group.

History and Political Science Group.

French and English Group.

English and History Group.

English and History Group.

English and History Group.

English and History Group.

History and Chemistry Group.

English and Political Science Group.

Latin and English Group.

Latin and English Group.

English and History Group.

Latin and English Group.

Latin and English Group.

French and English Group.

Powers, Anna Maurice, Tulsa, Oklahoma.

Rieckelman, Irene (magna cum laude) Cincinnati, Ohio.

Ryan, Corinne,

Albion, New York.

Samels, Clare,

Minneapolis, Minnesota.

Seng, Marian Elizabeth, Wilmette, Illinois.

Shannon, Helen Marie, Ridgewood, New Jersey.

Shannon, Mabel Rockwell, Ridgewood, New Jersey.

Sheehan, Mary Bernadette, Washington, D. C.

Sheehan, Nora Cecilia, Washington, D. C.

Skahan, Mary Gertrude,

Belmont, Massachusetts. Skahan, Ruth Kathryn,

Belmont, Massachusetts.

Smith, Mary Armella, Waterbury, Connecticut.

Smith, Mary Anne, Chicago, Illinois.

Thomas, Mary Frances, Woodstock, Illinois.

Viano, Gertrude Ann, Arlington, Massachusetts. Walsh, Katherine Cranitch,

Haverhill, Massachusetts.
Waterworth, Margaret,
Clearfield, Pennsylvania.

Wright, Pauline Genevieve, Worcester Massachusetts. English and History Group.

Latin and Chemistry Group.

History and Political Science Group.

English and Political Science Group.

French and English Group.

French and English Group.

History and Political Science Group.

History and Political Science Group.

History and Political Science Group.

French and History Group.

French and History Group.

French and Political Science Group.

English and History Group.

Latin and English Group.

History and Political Science Group.

English and Physics Group.

English and History Group.

Latin and English Group.

DOCTOR OF PHILOSOPHY

Conferred by the Catholic University of America
Work Done at Trinity College
1922

McGrath, Marie Cecilia, Psychology, Sociology, and Ethics. A. B., University of Michigan, 1918; A. M., University of Pittsburgh, 1920. Philadelphia, Pennsylvania.

MASTER OF ARTS

Caraballo, Maria Mercedes Casáls, Psychology and Education.

Master in Education, Normal School, Barcelona, Spain, 1906; Doctor of Education, University of Havana, Cuba, 1919.

Havana, Cuba.

Dunn, Miriam Frances, A. B., Smith College, 1921. Springfield, Massachusetts.

Manning, Catherine Lois, A. B., Trinity College, 1921. Watertown, Massachusetts.

Moan, Agnes Mary, Socio
A. B., University of Minnesota, 1921.

Minneapolis, Minnesota.

Russell, Ellen Josephine, A. B., Trinity College, 1920. Washington, D. C.

Wright, Pauline Genevieve, A. B., Trinity College, 1921. Worcester, Massachusetts. Psychology and Philosophy.

Latin and Greek.

Sociology and Psychology. 921.

Psychology and Sociology.

Latin and Biology.

BACHELOR OF SCIENCE

1922

Sullivan, Catherine Linus, Fall, River, Massachusetts.

BACHELOR OF LETTERS

1922

McNamara, Mabel Alice, Bridgeport, Connecticut.

BACHELOR OF ARTS

1922

Adams, Gladys Marie, Montclair, New Jersey.

Ambrose, Philomene Florence, Logan, Ohio.

Béliard, Maximilliene,
Brest, France.

Pennis, Dorothy Callista

Bennis, Dorothy Callista, Punxsutawney, Pennsylvania.

Boyle, Mary Catherine, Johnstown, Pennsylvania.

Brock, Ruth Gertrude,
North Olmsted, Ohio.

Casey, Gertrude Margaret, Yonkers, New York.

Casey, Mary Pauline, Scranton, Pennsylvania. English and History Group.

English and Sociology Group.

English and History Group.

English and History Group.

English and Political Science Group.

English and Chemistry Group.

French and History Group.

Connelly, Angela Elizabeth, Bradford, Pennsylvania.

Costelloe, Marie Annora, Saginaw, Michigan.

Coughlan, Mary Russell, Abington, Massachusetts.

Cross, Margaret Mary, Osterville, Massachusetts.

Crowley, Martha Teresa,
Bristol, Connecticut.

Davey, Florence Brown,
Beverly, Massachusetts.

De Barber, Rose Cecelia, Altoona, Pennsylvania.

Delaney, Helen Claire, Dallas, Texas.

Donovan, Mary Elizabeth, New York City.

Duggan, Cornelia Anne, Towanda, Pennsylvania. Dwyer, Edna (magna cum laude),

Providence, Rhode Island. Dwyer, Mary Catherine,

Rochester, New York.
Faulkner, Frances Marie,
Pittsfield, Massachusetts.

Felix, Romaine,

Pittsburgh, Pa.

Ferguson, Kathryn Frances, Montclair, New Jersey.

Fischer, Marie Magdalen, Evansville, Indiana.

Fitzgerald, Aileen Elizabeth, Washington, D. C.

Flaherty, Margaret Cragin, Portland, Maine.

Flynn, Dorothy Madeline, Fall River, Massachusetts.

Gardner, Mary Isabel, Barberton, Ohio.

Gauthier, Catherine Demerise, Buffalo, New York.

Griffin, Grace Agnes, Washington, D. C.

Harron, Agnes, Hollywood, California.

Hartman, Rosalia Marie, Buffalo, New York.

Healey, Heater Veronica, New York City.

Herbert, Barbara Elizabeth, Columbia, Pennsylvania.

Hopper, Marguerite Felicia, New York City. History and Political Science Group.

History and Mathematics Group.

Latin and French Group.

Latin and Political Science Group.

English and Mathematics Group.

English and Chemistry Group.

Chemistry and Sociology Group.

Latin and History Group.

English and History Group.

English and History Group.

Latin and French Group.

English and Political Science Group.

Latin and English Group.

History and Political Science Group.

French and Physics Group.

History and Political Science Group.

French and English Group.

Latin and Political Science Group.

French and English Group.

English and History Group

Physics and Sociology Group

English and Political Science Group.

English and History Group.

English and Biology Group.

History and Biology Group.

English and Mathematics Group.

French and English Group.

Hugentugler, Mary Terese, Columbus, Ohio. Kelley, Mary Gertrude, Providence, Rhode Island. Kenning, Emma, Rochester, New York. Kunkel, Martha Louise, Cincinnati, Ohio. Leonard, Josephine Frances, Wilkes-Barre, Pennsylvania. Leyendecker, Ruth Harriet, New York City. Lyon, Josephine Florence, Cleveland, Ohio. McDermott, Grace Wilhelmina, Pawtucket, Rhode Island. McLarney, Alice Kidney, New York City. Manganaro, Lillian Blanche, Waterbury, Connecticut. Monahan, Eleanor Ursula, Charlestown, Massachusetts. Mullen, Margaret Catherine, Bangor, Maine. Murphy, Monica Mary, Reynolds, North Dakota. O'Brien, Carol, Milwaukee, Wisconsin. O'Connell, Jessie Margaret, Worcester, Massachusetts. O'Donnell, Mary Gertrude, Grand Rapids, Michigan. O'Reilly, Marie Teresa, Cleveland, Ohio. Padgett, Alice Elizabeth, Washington, D. C. Price, Winifred Mary (cum laude), East Orange, New Jersey. Quinn, Marjorie Josita, New York City. Rank, Loretta Pierre, Los Angeles, California. Rieckelman, Marion Crowther, Cincinnati, Ohio. Roach, Denise Michaela (magna cum laude), Washington, D. C.

Rodgers, Florence Veronica.

Samson, Erin Marie France,

Scanlan, Helen Fidelis,

Scanlan, Mary Catherine,

Olean, New York.

Washington, D. C.

Germantown, Pennsylvania.

New York City.

English and History Group. French and Political Science Group. History and Sociology Group. French and English Group. Latin and French Group. English and History Group. English and History Group. French and Mathematics Group. English and History Group. French and History Group. English and History Group. French and Mathematics Group. English and Political Science Group. French and History Group. History and Physics Group. English and Sociology Group. French and History Group. History and Political Science Group. English and Political Science Group. French and English Group. Spanish and English Group. English and Biology Group. French and English Group.

History and Political Science Group.

English and History Group.

History and Political Science Group.

English and Mathematics Group.

Schanauer, Marion Louise, Chicago, Illinois.

Shaw, Genevieve Julia, Dorchester, Massachusetts.

Skahan, Eleanor Purcell, Belmont, Massachusetts.

Somers, Helen Marie, Worcester, Massachusetts.

Spence, Helen Carolyn, Rockland, Massachusetts.

Sweeney, Frances Josephine. Chicago, Illinois.

Taylor, Alethe Marie. Detroit, Michigan.

Thomas, Julia Saunders (cum laude). Woodstock, Illinois.

Toole, Mary Josephine, Pawtucket, Rhode Island.

Wittman, Evelyn Marie, Erie, Pennsylvania.

Wolohan, Helen Elizabeth (cum laude), Latin and History Group. Birch Run, Michigan.

French and English Group.

Latin and English Group.

English and History Group.

English and History Group.

Latin and English Group.

English and Political Science Group.

History and Sociology Group.

Latin and Mathematics Group.

Spanish and History Group.

English and Political Science Group.

ENROLMENT OF STUDENTS

GRADUATE STUDENTS

1921-1922

Caraballo, Maria Mercedes Casáls, Havana, Cuba. Master in Education, Normal School, Barcelona, Spain, 1906; Doctor of Education, University of Havana, Cuba, 1919.

Carnus, Juliette,

Dunn, Miriam Frances, A. B., Smith College, 1921.

McGrath, Marie,

A. B., University of Michigan, 1918.A. M., University of Pittsburgh, 1920.

Manning, Catherine Lois, A. B., Trinity College, 1921.

Moan, Agnes Mary, A. B., University of Minnesota, 1921.

Russell, Ellen Josephine, A. B., Trinity College, 1920.

Wright, Pauline Genevieve, A. B., Trinity College, 1921. Paris, France.

Springfield, Massachusetts.

Philadelphia, Pa.

Watertown, Massachusetts.

Minneapolis, Minnesota.

Washington, D. C.

Worcester, Massachusetts.

SENIOR CLASS

Adams, Gladys Marie,
Ambrose, Philomene Florence,
Béliard, Maximilliene,
Bennis, Dorothy Callista,
Boyle, Mary Catherine,
Brock, Ruth Gertrude,
Casey, Gertrude Margaret,
Casey, Mary Pauline,
Connelly, Angela Elizabeth,
Costello Monica,
Costelloe, Marie Annora,
Coughlan, Mary Russell,
Cross, Margaret Mary,

Crowley, Martha Teresa,

Davey, Florence Brown,

Montclair, N. J.
Logan, Ohio.
Brest, France.
Punxsutawney, Pa.
Johnstown, Pa.
North Olmsted, Ohio.
Yonkers, N. Y.
Scranton, Pa.
Bradford, Pa.
Hollywood, Cal.
Saginaw, Mich.
Abington, Mass.
Osterville, Mass.
Bristol, Conn.
Beverly, Mass.

De Barber, Rose Cecelia, Delaney, Helen Claire, Donovan, Mary Elizabeth, Duggan, Cornelia Anne, Dwyer, Edna, Dwyer, Mary Catherine. Faulkner, Frances Marie, Felix, Romaine Anne, Ferguson, Kathryn Frances. Fischer, Marie Magdalen, Fitzgerald, Aileen Elizabeth, Flaherty, Margaret Cragin, Flynn, Dorothy Madeline, Gardner, Mary Isabel. Gauthier, Catherine, Griffin, Grace, Harron, Agnes. Hartman, Rosalia Marie, Healey, Hester Veronica, Herbert, Barbara Elizabeth. Hopper, Marguerite Felicia, Hugentugler, Mary Terese, Kelley, Mary Gertrude, Kenning, Emma, Kunkel, Martha Louise, Leonard, Josephine Frances. Levendecker, Ruth Harriet, Lyon, Josephine Florence, McDermott, Grace Wilhelmina, McLarney, Alice Kidney, McNamara, Mabel Alice, Manganaro, Lillian Blanche, Monahan, Eleanor Ursula, Mullen, Margaret Catherine. Murphy, Monica Mary, O'Brien, Carol, O'Connell, Jessie Margaret, O'Donnell, Mary Gertrude, O'Reilly, Marie Teresa, Padgett, Alice Elizabeth, Price, Winifred Mary, Quinn, Marjorie Josita, Rank, Loretta Pierre,

Altoona, Pa. Dallas, Texas. New York City, N. Y. Towanda, Pa. Providence, R. I. Rochester, N. Y. Pittsfield, Mass. Pittsburgh, Pa. Montclair, N. J. Evansville, Indiana. Washington, D. C. Portland, Maine. Fall River, Mass. Barberton, Ohio. Buffalo, N. Y. Washington, D. C. Hollywood, Cal. Buffalo, N. Y. New York City, N. Y. Columbia, Pa. New York City, N. Y. Columbus, Ohio. Providence, R. I. Rochester, N.Y. Cincinnati, Ohio. Wilkes-Barre, Pa. New York City, N. Y. Cleveland, Ohio. Pawtucket, R. I. New York City, N. Y. Bridgeport, Conn. Waterbury, Conn. Charlestown, Mass. Bangor, Maine. Reynolds, N. Dak. Milwaukee, Wis. Worcester, Mass. Grand Rapids, Mich. Cleveland, Ohio. Washington, D. C. East Orange, N. J. New York City, N. Y. Los Angeles, Cal.

Rieckelman, Marion Crowther, Roach, Denise Michaela, Rodgers, Florence Veronica, Samson, Erin Marie, Scanlan, Helen Fidelis, Scanlan, Mary Catherine, Schanauer, Marion Louise, Shaw, Genevieve Julia, Skahan, Eleanor Purcell. Somers, Helen Marie, Spence, Helen Carolyn, Sullivan, Catherine Linus, Sweeney, Frances Josephine, Taylor, Alethe Marie, Thomas, Julia Saunders, Toole, Mary Josephine, Wittman, Evelyn Marie, Wolohan, Helen Elizabeth,

Cincinnati, Ohio. Washington, D. C. Olean, N. Y. Washington, D. C. New York City, N. Y. Germantown, Pa. Chicago, Ill. Dorchester, Mass. Belmont, Mass. Worcester, Mass. Rockland, Mass. Fall River, Mass. Chicago, Ill. Detroit, Mich. Woodstock, Ill. Pawtucket, R. I. Erie, Pa. Birch Run, Mich.

JUNIOR CLASS

Adams, Grace. Agan, Hannah Frances. Aprea, Leonora Marv. Black, Eleanor Mary, Blum, Helen Marie. Callaghan, Rose Gertrude, Callahan, Katherine Bernadette. Christie, Margaret Mary. Coleman, Helen. Collins, Marian Helen, Curley, Regina Carmelita, Curtis, Marie Catharine, Dalton, Helen Elizabeth. de Pasquale, Viviénne Jeanne, Derivaux, Rose Marie. Driscoll, Margaret, Duffy, Aurelia. Durgin, Bernadette Lynd. Elward, Kathleen. Enright, Florence Cecilia, Fahy, Hannah,

Montclair, N. J. New Castle, Pa. Savannah, Georgia. Providence, R. I. Dansville, N. Y. Haverhill, Mass. Plymouth, N. H. New Rochelle, N. Y. Richmond, Va. Attleboro, Mass. Milford, Mass. Peabody, Mass. Warren, Mass. New York, N. Y. Newark, N. J. St. Mary's, Pa. Montclair, N. J. Pawtucket, R. I. Plains, Pa. Billings, Montana. Rome, Georgia.

Farrell, Mary Margaret, Fenlon, Marie Teresa, Fennessey, Mary Elizabeth, Fitzgerald, Margaret Mary, Flannelly, Marie Catherine, Flanagan, Virginia, Flynn, Grace Gertrude, Flynn, Mildred, Guarnieri, Mary Sarah, Güntzer, Germaine, Gwinn, Mary Agnes, Haage, Catherine Marie, Harrigan, Louise Constance. Hartman, Catherine, Hetznecker, Mary Frances, Holland, Laura Mary, Horan, Elizabeth Lucille, Horan, Ruth. Hornsby, Beatrice Mercedes, Horton, Irma Marie, Jennings, Theresa Vivian, Jude, Florence, Kaveny, Mildred, Keane, Helena Webster. Kelly, Helen Cecilia, Kelly, Margaret Mary, Kennedy, Margaret Gertrude, Kilday, Anna Marie. Lawler, Elizabeth, Lawler, Katherine, Leary, Helen, Lecour, Julia, Ledwidge, Winifred, Leonard, Mary Catherine, Loughran, Alice Josephine, Love, Emma, Lynette, Elizabeth. McAuliffe, Margaret Eileen McCarthy, Louise Faber. McCormick, Marion. McDevitt, Mary Gertrude. McGlynn, Mary Rose, McMahon, Cornelia Alice,

East Orange, N. J. Pelham Manor, N. Y. Dorchester, Mass. Pawtucket, R. I. Roxbury, Mass. St. Joseph, Mo. Ridgewood, N. J. Minneapolis, Minn. Warren, Ohio, Port Chester, N. Y. Baltimore, Md. Reading, Pa. Lowell, Mass. Pittsburgh, Pa. Kane, Pa. Brookline, Mass. Denver, Colorado. Brookline, Mass. Havana, Cuba, Washington, D. C. Portland, Oregon. Chicago, Ill. Pittsburgh, Pa. Washington, D. C. Buffalo, N. Y. Waterbury, Conn. Fall River, Mass. Stamford, Conn. Rochester, Minn. Rochester, Minn. Washington, D. C. Kankakee, Ill. Cottonton, Ala. Cincinnati, Ohio. Philadelphia, Pa. Lansdowne, Pa. Scranton, Pa. Chicago, Ill. Ridley Park, Pa. Pittsfield, Mass. Germantown, Pa. New York, N. Y. New York, N. Y.

Manning, Mildred Lucille, Marsden, Margaret, Megargee, Katherine Bernardine, Mongan, Katherine Rooney, Murray, Sadie Benita, Nee, Evelyn, O'Brien, Madeleine Frances, Oddi, Frances Genevieve. O'Donoghue, Catherine Agnes, O'Neill, Sarah Margaret, Ormond, Helen Cecelia, Pamintuan, Caridad, Parton, Natalie, Powers, Eileen, Quinn, Anna Margaret, Rodriguez, Herminia, Rourke, Elizabeth Bernardine, Rouse, Elizabeth Marv, Ruppert, Elizabeth Margaret, Scanlan, Alice Marie, Schwartz, Marian Louise, Skahan, Frances Julia, Skahan, Sarah Madelyne, Smith, Ellen, Smith, Mary Loretta, Somers, Catherine, Sullivan, Anna Agnes, Sullivan, Mary Augusta, Sweeney, Ruth Mary, Valla, Mary Esther

Roxbury, Mass. Washington, D. C. Dunmore, Pa. Scranton, Pa. Rochester, N. Y. Washington, D. C. Washington, D. C. Yatesboro, Pa. Washington, D. C. Chicago, Ill. Brooklyn, N. Y. Washington, D. C. Washington, D. C. Tulsa, Okla, New Britain, Conn. Madrid, Spain. Worcester, Mass. Orange, N. J. Washington, D. C. Far Rockaway, N. Y. Gaithersburg, Md. Belmont, Mass. Belmont, Mass. Madison, Wis. College Point, N. Y. Worcester, Mass. Brooklyn, N. Y. Fall River, Mass. St. Mary's, Pa. Los Angeles, Cal. Chevy Chase, Md.

SOPHOMORE CLASS

Ahern, Rita Marie,
Andres, Louise Virginia,
Boniface, Magdelene,
Busian, Lillian,
Butler, Bernardine,
Callahan, Louise Anna,
Chopey, Charlotte,
Conroy, Alice,
Conti, Anna Rose,

Venable, Louise,

Boston, Mass.
Evansville, Ind.
France.
Rochester, Minn.
Worcester, Mass.
Holyoke, Mass.
Wilkes-Barre, Pa.
East Orange, N. J.
Vicksburg, Miss.

Dierkes, Mary Eugenia, Dolle, Mary Louise, Donahoe, Ruth. Donohue, Alice Gertrude, Dooley, Margaret Mary, Driscoll, Katherine Mary, DuBrul, Liliose Jane, Duffey, Elizabeth, Duncan, Katherine Gertrude, Dwyer, Marguerite Mary, Ennen, Virginia Miriam, Evans, Jessie Theodora, Farrell, Mary Catherine, Farrell, Ruth. Fav. Edith. Feeney, Constance. Felin, Mary Agnes, Flanagan, Dorothy Mary, Flanigan, Rita, Flinn, Helen Patricia, Flynn, Marie Elizabeth, Fogarty, Mary Priscilla, Gallagher, Alva, Glaccum, Mary Ruth, Goodwin, Virginia, Grant, Margery, Guilfoyle, Madeleine, Hallinan, Virginia, Hampsey, Mary Elizabeth, Hanlon, Rosemary De Lellis, Harty, Mary Elizabeth, Haves, Miriam Elizabeth, Hearn, Mary Margaret, Heffernan, Elizabeth, de Heredia, Maria Luisa, Hoev, Catherine, Homan, Gertrude, Hornig, Emily Mary, Hummel, Mary Julia, Hynes, Mary Angela, Jackson, Alice Marie, Joyce, Anna Marie,

Keller, Helen Margaret,

Cincinnati, Ohio. Cincinnati, Ohio. Springfield, Mass. Worcester, Mass. Buffalo, N. Y. Brookline, Mass. Cincinnati, Ohio. Washington, D. C. Washington, D. C. Waterbury, Conn. Washington, D. C. La Crosse, Wis. Wilkes-Barre, Pa. Wilkes-Barre, Pa. Altoona, Pa. Fall River, Mass. Germantown, Pa. St. Joseph, Mo. Milford, Mass. Sharon, Pa. Somerville, Mass. Springfield, Ill. Sterling, Ill. Mt. Vernon, N. Y. Pittsburgh, Pa. New York City, N. Y. Washington, D. C. Victoria, Texas. Pittsburgh, Pa. Pittsburgh, Pa. Torrington, Conn. Peabody, Mass. Westfield, Mass. Roxbury, Mass. St. Louis, Mo. East Orange, N. J. Cincinnati, Ohio. Washington, D. C. Cincinnati, Ohio. Indianapolis, Ind. New York City, N. Y. Keokuk, Iowa. Cincinnati, Ohio.

Kelly, Mary Agatha. Kennedy, Julia, Kenny, Eleanor Irene. Lenahan, Eleanor Marie, McCarthy, Anna Louise, McGannon, Mary Angela, MacHale, Marcella. McLarney, Mary, MacLaughlin, Mary E. McMahon, Helen Teresa, Mansmann, Mercedes Angela, Marsden, Regina, Martin, Celia. Masterson, Mary Louise, Mazuzan, Mary Frieda, Melady, Katherine, Moloney, Lucy, Moran, Natalie Helen, Morrissey, Angelina, Mullins, Kathryn Marie, Murphy, Katherine, Murphy, Lucille, Murphy, Mary Loretto, Neligan, Regina Mary, Noble, Mary, O'Brien, Helen Carroll, O'Brien, Helen Frances, O'Connor, Catherine, O'Connor, Mary Elizabeth, O'Neill, Elizabeth Marie, Perrot, Agnes Gabrielle, Quinn, Gertrude Louise, Randel, Beatrice Louise, Ready, Kathleen Elizabeth, Renkert, Berenice Mae, Ryan, Hazel Marie, Scott, Mary, Shannon, Helen, Sheehan, Helen Beebe, Sullivan, Agnes Cornelia, Swift, Agnes Lillian. Tinley, Mary Louise, Toole, Margaret,

Dobbs Ferry, N. Y. Washington, D. C. Mattoon, Ill. Wilkes-Barre, Pa. Lewiston, Me. Lyons, Mich. Detroit, Mich. New York City, N. Y. Manchester, N. H. Philadelphia, Pa. Pittsburgh, Pa. Washington, D. C. San Diego, Calif. Roxbury, Mass. Ticonderoga, N. Y. St. Paul. Minn. St. Louis, Mo. Allston, Mass. Vicksburg, Miss. Bridgeport, Conn. St. Paul, Minn. Atascadero, Calif. Kansas City, Mo. Washington, D. C. Buffalo, N. Y. Waterbury, Conn. Belmont, Mass. Washington, D. C. Monticello, Ind. Cleveland, Ohio. Philadelphia, Pa. New Haven, Conn. St. David's, Pa. Washington, D. C. Canton, Ohio. Chicago, Ill. Pasadena, Calif. Krebs, Okla. Manchester, N. H. Lexington, Kv. Des Moines, Iowa. Council Bluffs, Iowa. New Haven, Conn.

Tucker, Florence, Walker, Helen Gladys, Walsh, Frances Marie, Wirtner, Catherine, Wolff, Frances Catherine, Wolford, Lillian, Washington, D. C. Lowell, Mass. Mobile, Ala. Greensburg, Pa. Washington, D. C. Columbus, Ohio.

FRESHMAN CLASS

Acerboni, Delphine, Ashford, Odile, Barley, Louise. Barr, Vivian, Barrett, Alice Mary, Beauton, Genevieve Frances, Brand, Margaret Mary, Branson, Edith Mary. Brennan, Rose, Briley, Mary Margaret, Brunini, Blanche Agnes, Costelloe, Dorothy Martina, Crowley, Helena Marie, Cummins, Helen Mary, Devitt, Mary, Diggins, Julia, Dockweiler, Ruth. Donovan, Eleanor, Downs, Lucille Mary, Doyle, Ruth, Duffy, Lillian Poole, Duncan, Edith, Espey, Gertrude, Fahy, Agnes, Fischer, Kathryn Marie, Fitzpatrick, Inez Helen, Flynn, Dorothy Anabel, Foley, Anna Gloria, Geier, Nan, Gould, Irene,

Harlow, Kathleen,

Middletown, Conn. New Orleans, La. Kalamazoo, Mich. Washington, D. C. Worcester, Mass. New Haven, Conn. Cincinnati, Ohio, Washington, D. C. Buffalo, N. Y. Pittsburgh, Pa. Vicksburg, Miss. Saginaw, Mich. Dorchester, Mass. Ticonderoga, N. Y. Cleveland, Ohio. Washington, D. C. Los Angeles, Cal. Somerville, Mass. New Haven, Conn. Stonington, Ill. Montclair, N. J. Waterbury, Conn. Washington, D. C. Rome, Georgia. Montclair, N. J. Philadelphia, Pa. Ridgewood, N. J. Worcester, Mass. Washington, D. C. Fort Collins, Colo. Washington, D. C.

Haves, Rena. Hicks, Hildegarde, Holland, Helen Beatrice, Hughes, Catherine, Hunt, Anna Belle, Hurley, Lorraine, Hyman, Margery Dolores, Jackson, Pauline Agnes, Judge, Mildred, Keane, Antoinette, Kelly, Mabel Alisette, Kinnirey, Helen, Leonard, Eleanor Veronica, Leyendecker, Ruth Elizabeth, Lucey, Margaret, Lyons, Ruth Cecilia, McDonough, Agnes Annette, McDonough, Margaret, McGowan, Margaret, McInerney, Dorothea, McInnis, Antonia, Mattimore, Florence, May, Dorothy, Mazuzan, Marion Martha, Mehen, Mary Margaret, Missett, Mary Frances, Mittinger, Marianne, Molloy, Angelique, Moore, Frances Mary, Mullaly, Catherine Louise, Murphy, Gladys, Murphy, Madeline Gertrude, Murray, Katherine, Nee, Agnes, Neligan, Alma Mary, O'Heir, Alice, O'Heir, Ellen Mary, Pauly, Elize, Quinn, Inez Marie, Reagan, Helen Agatha, Rieckelman, Mary Elizabeth, Roach, Frances, Ryan, Katherine,

Bristol, Conn. Washington, D. C. Brookline, Mass. Dover, N. H. Cincinnati, Ohio. Marlborough, Mass. Fort Wayne, Ind. Waterbury, Conn. Scranton, Penna. Chevy Chase, Md. Cincinnati, Ohio. Middletown, Conn. Wilkes-Barre, Pa. New York, N. Y. Ottawa, Ill. Waltham, Mass. Hartford, Conn. Scranton, Pa. Washington, D. C. South Bend, Ind. Eagle Rock, Va. Washington, D. C. Pittsburgh, Pa. Ticonderoga, N. Y. Canton, Ohio. Philadelphia, Pa. Youngstown, Ohio. Covington, Ky. Lowell, Mass. Washington, D. C. Cobleskill, N. Y. Newport, N. H. Rochester, N. Y. Washington, D. C. Washington, D. C. Lowell, Mass. Lowell, Mass. Deer Lodge, Mont. Philadelphia, Pa. South Swansea, Mass. Cincinnati, Ohio. Washington, D. C. Waterbury, Conn.

Smith, Anne Eulalia,
Smith, Susanna,
Thomas, Elizabeth,
Tobin, Melba,
Vachon, Regina Constance,
Velten, Gertrude,
Wallace, Margaret,
Walsh, Dorothy,
Walsh, Margaret Beatrice,
Wilcox, Petronilla,
Wilson, Mary Josephine,

Oak Lawn, R. I.
Madison, Wis.
Woodstock, Ill.
Houston, Texas.
Brookline, Mass.
Fort Thomas, Ky.
Somersworth, N. H.
Pittsburgh, Pa.
Brookline, Mass.
Eau Claire, Wis.
Washington, D. C.



